



FRESNO UNIFIED SCHOOL DISTRICT

Division of K-12 Instruction

Research, Evaluation & Assessment

**DISTRICT ASSESSMENT PROGRAM
HANDBOOK FOR MIDDLE SCHOOLS
&
HIGH SCHOOL ADMINISTRATION OF ACS
TESTS IN ALGEBRA I**

2005-2006

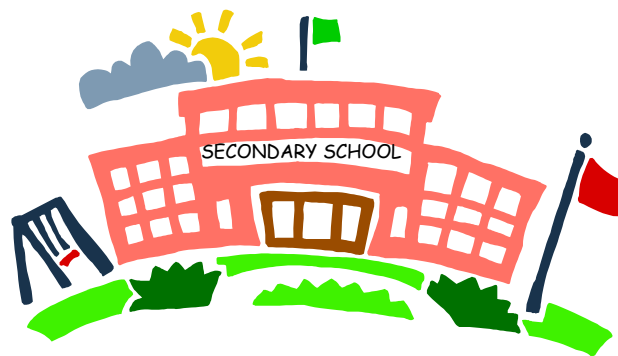


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Introduction

The 2005-2006 District Assessment Program Handbook for Middle School and High School Algebra I provides an overview of the various assessments administered in the Fresno Unified School District. A summary of the State-Mandated tests is included below, followed by summaries of the Assessments of Critical Standards (ACS) and the Middle School Writing Sample. The Secondary School Testing Calendar for 2005-2006 is included as appendix A. The calendar provides specific testing dates and testing windows.

Please feel free to duplicate the handbook for distribution to all the teachers at your site. The handbook and the most recent versions of documents contained in the appendices may also be accessed on the REA website at <http://rea.fresno.k12.ca.us>. Go to Assessment then follow the link to the ACS tests.

State-Administered Testing

The following assessments for California will be administered in Fresno Unified School District in 2005-06. Each assessment is summarized for your information.

- State Testing and Reporting (STAR) in Spring 2006
 - **California Standards Tests** in English/Language Arts, Mathematics (8th graders take a test corresponding to the course they are completing), and History/Social Science (8th grade only)
 - **California Achievement Test, 6th Edition (CAT-6) [7th Grade Only]**, a norm-referenced survey of Reading, Language, Spelling and Mathematics content areas
 - A norm-referenced test in Spanish, for Spanish-speaking English Learners in a California School less than 12 months, and Spanish-Speaking English Learners in bilingual classrooms, will be given in spring 2006.
- **California High School Exit Exam (CAHSEE)**
See the calendar on the REA website for the most recent version of the testing calendar.
- **California English Language Development Test (CELDT)**, administered annually each fall for English Learners
- **Physical Fitness** test for all 7th graders in spring 2006

State Administered Assessment Contact Information

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Assessments of Critical Standards (ACS)

The ACS system is aligned to the California State Standards and the adopted curricula in both English Language Arts (ELA) and Mathematics (Math). The ACS-ELA tests were revised for 2004-2005. These same tests will be used during the 2005-2006 academic year. The revisions were made to align the tests with the pacing suggested by the publisher and to incorporate test items across the clusters in a given testing period. The table below displays this relationship.

ACS - English/ Language Arts

Grade Level	1 st Test (11/7-11/10)	2 nd Test (2/13-2/17)	3 rd Test (5/15-5/19)
6 th	Test #20612 Clusters # 1, 2, 3, 4	Test #20621 Clusters # 5, 6, 7, 8	Test #20632 Clusters # 11, 12, 9, 10
7 th	Test #20712 Clusters # 1, 2, 3, 4	Test #20721 Clusters # 5, 6, 7, 8	Test #20731 Clusters # 11, 12, 9, 10
8 th	Test #20812 Clusters # 1, 2, 3, 4	Test#20821 Clusters # 5, 6, 7, 8	Test #20832 Clusters # 11, 12, 9, 10

In 2004-2005, the ACS-Mathematics tests for the eighth grade were also revised to reflect a new textbook adoption for *Algebra I* and to incorporate a new series of tests for the *Math Concepts* course. The tests for seventh grade *Foundations of Math* have not been revised from previous years. These same tests will be used during the 2005-2006 academic year.

ACS - Mathematics

Course	1 st Test (11/14-11/18)	2 nd Test (2/21-2/24)	3 rd Test (5/15-5/19)
Foundations of Math (7th Grade)	#10710	#10720	#10730
Math Concepts	#10740	#10750	#10860
Algebra I	#10811	#10821	#10831

Both tests will be given in designated courses three times during the 2005-2006 school year.

ACS Contact Information

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K-8 Schools and 5-8 Schools

- Grade 5 teachers should administer the Grade Level Assessment of Standards (GLAS) for both ELA and Math
- Grade 6 at middle schools uses:
 - GLAS Math.
 - For English Language Arts:
 - Middle schools with adopted curriculum of McDougall-Littell should administer ACS tests for English Language Arts.

OR

- Grade 6 at middle schools with adopted curriculum of all other curriculums (including Houghton Mifflin), should administer GLAS tests for English Language Arts.
- The Elementary Assessment Handbook may be obtained on the REA Website at:
<http://www.rea.fresno.k12.ca.us/District/GLASAdmGuidelines0506.pdf>

Assessment of Critical Standards Mathematics

The ACS Mathematics tests will be administered three times during the school year. The following information summarizes the ACS system.

Purpose

The ACS Mathematics tests aim to provide information that will:

- Measure student performance on the assessed standards/ skills
- Enable teachers to target students for appropriate instructional interventions
- Provide overall ACS results in a manner similar to CST results
- Allow teacher self-study of standards/objectives taught
- Allow monitoring of the delivery and pacing of the adopted curriculum

Test Content

ACS math tests focus on the California Content Standards that are associated with each assessed course taken by Fresno Unified students. Each ACS mathematics test is comprised of 36 multiple-choice questions, grouped into 9 assessed standards. A listing of the standards assessed for each test is included in Appendix B. The tan colored test booklets numbered 10710, 10720, and 10730 assess 7th grade mathematics standards. The ivory colored test booklets numbered 10840, 10850, 10860 are used to assess student performance in *Math Concepts* related to the general math performance standards. The goldenrod colored test booklets numbered 10811, 10821 and 10831 are used to assess student performance on the *Algebra I* course and standards.

ACS-Mathematics Features

- The tests are **NOT** timed. Students should be able to complete the test in a 50-minute class period. Extra time may be given as needed for students continuing to make progress toward test completion after the end of the class period.
- All middle school students enrolled in *Foundations of Mathematics*, *Math Concepts* and *Algebra I* will take the test. High schools students enrolled in *Algebra I*, will also take the ACS test sequence for Algebra I. Assessments for other math courses are currently not available.
- A scannable answer sheet will be provided for each student with pre-identified information. For new or transferring students, blank answer sheets will be also be provided. The *Administration Guide for Middle Schools* contains a guide to completing blank answer sheets. This guide is enclosed with each box of test material and is also available at the REA website.

Scoring & Reporting

- At the end of each testing window, the testing coordinator for each school will collect the answer sheets and test booklets. REA will pick up the testing materials.
- Scores and reporting of student performance on tested standards will be available within two weeks after each testing period is completed.
- Reports will communicate the number and/or percentage of items correct for each assessed standard.
- Teachers will be able to access their class report using the AiS (Assessment Information System). The AiS will provide results for each student tested in the class.
- In addition to access to AiS, school site administrators will receive an electronic pdf (Portable Document Format) of school results for each teacher. They will also receive districtwide comparisons in a pdf report.
- Each ACS test is aligned to the state content standards covered during the time period preceding the test; therefore each round of testing is independent from the others. Great care must be taken in looking at the results, especially with regard to looking at "growth". The reader is urged to contact an administrative analyst from Research, Evaluation and Assessment when interpreting results.

Accommodations

- Students in special education programs with Individualized Education Plans (IEP) and students with current plans under Section 504 are allowed accommodations, which must be specified in the plans, such as:
 - Large print
 - Braille
 - Use of reader
- Testing accommodations may be made for EL students and may include extended time to take the test with a bilingual proctor (who may read the instructions and answer procedural questions), and testing in a small group setting.
- No other students are allowed testing accommodations.
- The ACS Mathematics tests are NON-CALCULATOR tests. Unless specified as an accommodation in a student IEP, calculators are not permitted on any of these tests.

Exceptions

- All students in enrolled in ACS-Mathematics tested courses **MUST** be tested with two exceptions:
 - A special education student whose Individualized Education Plans (IEP) specifically states that the student should not be tested in either state or local assessments.
 - Students whose parents/guardians have submitted a written request to the school prior to the first day of testing requesting that their child not take the tests.

Courses; Assessment of Critical Standards Mathematics Tests; and CSTs

Course	ACS Tests Taken	CST Taken			Based on California Standards for...
		7 th Grade Students	8 th Grade Students	9 th Grade Students	
Foundations of Mathematics	10710 Nov 14-18	7 th Grade Math			7 th Grade Math
	10720 Feb 21-24				
	10730 May 15-19				
Math Concepts	10840 Nov 14-18	7 th Grade Math	General Math		7 th Grade Math No separate standards for 8 th grade When an 8 th grade student takes the General Math CST, they will be automatically scored down one performance level for API, but not AYP)
	10850 Feb 21-24				
	10860 May 15-19				
Algebra I	10811 Nov 14-18	7 th Grade Math	Algebra I	Algebra I	Algebra I Except for 7 th Grade Students who take the 7 th Grade Math CST based on the 7 th Grade Math Standards.
	10821 Feb 21-24				
	10831 May 15-19				

Note: All students in 6th grade take the GLAS Math Test for 6th grade. Students in Middle School take the GLAS according to the Traditional Calendar.

Assessment Of Critical Standards English Language Arts

The ACS English Language Arts tests will be administered three times during the school year. The following information summarizes the essential features of the ACS-ELA system.

Purpose

The ACS English Language Arts tests aim to provide information that will:

- Measure student performance on the assessed standards/skills.
- Enable teachers to target students for appropriate instructional interventions.
- Provide overall ACS results in a manner similar to CST results.
- Allow teacher self-study of standards/objectives taught.
- Allow monitoring of the delivery and pacing of the adopted curriculum.

Test Content

ACS English Language Arts tests focus on the California Content Standards that are associated with each grade level. Each ACS test is comprised of multiple-choice questions covering all the material from the trimester being tested. A listing of the standards assessed for each test is included in Appendix C.

Tests 20612, 20621, and 20632 printed with canary yellow covers assess 6th grade English Language Arts standards for those students using the McDougall-Littell Curriculum. For students using Houghton Mifflin Curriculum, the 6th Grade English Arts standards will be assessed using the GLAS (Grade Level Assessment of Standards). More information concerning the GLAS may be found at <http://rea.fresno.k12.ca.us/GLAS.cfm>.

The performance of students in 7th grade is assessed using the pink cover booklets numbered 20712, 20721, and 20731. The performance of students in 8th grade is assessed using the green covered test booklets numbered 20812, 20821, and 20832.

ACS-English Language Arts Features

- The assessments are aligned to the California State Standards
- The ACS ELA assessments are an **adaptation** of the Cluster Tests included in the California Standards Manager
 - The cluster tests consisted of some open-ended items that would require teacher scoring. To alleviate the burden upon teachers, such items were converted to multiple-choice items
 - To enhance the validity of the test, the item sequence was changed and incorporated items from all four units.
- A scannable answer sheet will be provided for each student with pre-identified information. For new or transferring students, blank answer sheets will be provided.
- The tests are **NOT** timed. Students should be able to complete the test in a 50-minute class period. Extra time may be given for students continuing to make progress toward test completion after the end of the class period.

Scoring & Reporting

- At the end of each testing window, the test coordinator for each school will collect the answer sheets and test booklets. REA will pick up the testing materials.
- Scoring and reporting of student performance on tested standards will be available within two weeks after each testing period is completed.
- Reports will communicate the number and/or percentage of items correct for each assessed standard
- Teachers will be able to access their class report using the AiS (Assessment Information System). The AiS will provide results for each student tested in the class.
- In addition to access to AiS, school site administrators will receive an electronic pdf (Portable Document Format) of school results for each teacher. They will also receive districtwide comparisons in a pdf report.
- Each test is aligned to the state content standards covered during the time period preceding the test, therefore each round of testing is independent from the others. Great care must be taken in looking at the results, especially with regard to looking at "growth". The reader is urged to contact an administrative analyst from Research, Evaluation and Assessment when interpreting results.

Accommodations

- Students in special education programs with Individualized Education Plans (IEP) and students with current plans under Section 504 are allowed accommodations, which must be specified in the plans, such as:
 - Large print
 - Braille
 - Use of reader
- Testing accommodations may be made for EL students and may include extended time to take the test with a bilingual proctor (who may read the instructions and answer procedural questions in L1), and testing in a small group setting.
- **No** other students are allowed testing accommodations.

Exceptions

- All students in enrolled in Grades 6-8 **MUST** be tested with two exceptions:
 - A special education student whose Individualized Education Plans (IEP) specifically states that the student should not be tested in either state or local assessments
 - Students whose parents/guardians have submitted a written request to the school prior to the first day of testing requesting that their child not take the tests

Writing Sample

Writing Sample Overview

- A writing sample will be administered to each middle school student three times a year.
- Data will be reported using the Assessment Information System (AiS) developed and maintained by the Office of Research, Evaluation and Assessment.
- The genre for each testing period is selected according to the California English Language Arts content standards.
- The McDougall-Littell Curriculum Map identifies each of the genres to be assessed and is aligned to the baseline program
- A rubric for each grade level aligned to standards has been developed

Writing Sample Administration Process

- The writing sample will require only **ONE** class period of up to 60 minutes.
- Teachers will read aloud, and clarify as necessary, the directions and scoring of the writing sample.
- Students **INDEPENDENTLY** read the selection and/or prompt and complete the writing sample.
- Students may use any notes or graphic organizers they develop while reading the selection.
- All writing must be completed during class, within the 60 minute time frame.
- The testing window allows for two weeks to complete and score the writing sample.
- Following the scoring, scanners will be completed by teachers and returned to REA for recording.
- Data results will be sorted by school, grade and teacher, and reported back to the sites in a timely manner through the Assessment Information System (AiS).

Scoring Of The Writing Sample

- Each site will identify sets of exemplars at each grade level from which the district anchors will be identified
- Each writing sample will be read and holistically scored by two teachers using the district anchors
- A single score will be reported
- Discrepant scores require a resolution by the two readers or through a third reading
- REA will provide scanners for each teacher to report the writing scores of each student
- There are no exemptions unless noted on a student's IEP.

Writing Sample Information Contacts

Genre and Administration	Barbara Cole bxcole@fresno.k12.ca.us	457-3691 457- 3718 Fax
Scanners	Ben Atitya bjatity@fresno.k12.ca.us	457-3850 457-3794 Fax