



DEPARTMENT OF DEFENSE  
EDUCATION ACTIVITY  
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MAY - 2 2002

Office of System Accountability

Regulation 2000.6

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY  
REGULATION SYSTEM TRANSMITTAL

SUBJECT: DoDEA Systemwide Assessment Program, Regulation 2000.6—Change 1

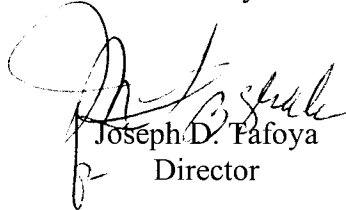
The following changes to DoDEA Regulation 2000.6 dated March 6, 2001, are authorized:

Add: Enclosure 4 Balanced Assessment in Mathematics

Add: Enclosure 5 TerraNova Performance Assessment Communication Arts

Add: Enclosure 6 End-of-Course Algebra Assessment

The above changes are effective immediately.

  
Joseph D. Fafoya  
Director



March 6, 2001

Office of System Accountability

DoDEA Regulation 2000.6

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY  
Systemwide Assessment Program

References: (a) DS Regulation 2000.6, "Department of Defense Dependents Schools Standardized Testing Policy," January 26, 1993 (hereby cancelled)  
(b) 20 United States Code § 924  
(c) DS Regulation 2000.3, "Student Placement," dated July 11, 1989

1. PURPOSE

This Regulation updates and reissues the policies and the administrative structure for the systemwide educational assessments in the Department of Defense Education Activity (DoDEA).

2. CANCELLATION

This Regulation cancels and supersedes DS Regulation 2000.6, "Standardized Testing Policy," reference (a).

3. APPLICABILITY

The provisions of this Regulation apply to all DoDEA employees who are involved in the administration of systemwide assessments to DoDEA students. All DoDEA employees will share responsibility for assessment security under the supervision of the Site Administrator (e.g., principal) and Assessment Coordinator.

4. POLICY

It is DoDEA policy that all systemwide assessments administered in DoDEA measure student performance so that inferences can be made about student achievement in basic skill areas as well as provide a source of information for decision-makers concerning programs and services.

Systemwide assessments used in DoDEA must satisfy rigorous technical standards. The assessments selected for use within DoDEA must: (1) positively affect instruction and student learning, (2) be one of several criterion used for major decisions about student performance/achievement, (3) align to clearly defined standards and objectives within the content domain tested, (4) be valid and reliable, and (5) control for bias.

The results of each systemwide assessment identified to measure the achievement of students in DoDEA will be used as one component of an assessment system for major decisions concerning the student's future learning activities.

Security of all test instruments, materials, and results will be maintained in accordance with the provisions of each assessment referred to in the Enclosures.

In accordance with the Individuals with Disabilities Education Act (IDEA), reference (a), all DoDEA students in the grades identified for systemwide assessments will be included in the program. Those students who have been identified as having disabilities or are Limited English Proficient will participate, using either the standard DoDEA assessments, with or without reasonable and appropriate accommodations, or through the use of the DoDEA Alternate Assessment. The Alternate Assessment is comprised of evidence of the student's achievement, including but not limited to student work products, interviews, photographs, videos, etc.

Home-schooled students, who are otherwise eligible to attend DoD schools on a tuition-free, space required basis, may participate in systemwide assessments at the request of their DoD sponsor. Home-schooled students choosing to participate in the systemwide assessments will be tested in a classroom with their age-peers at the time normally scheduled for that classroom's assessment. The DoD sponsor of each home-schooled student will receive individual score reports on the student's performance on the assessment. Scores earned by home-schooled students will not be reflected in the school's summary scores. Transportation costs associated with a home-schooled child participating in the systemwide assessments, if any, will be the responsibility of the child's sponsor, not the local school.

## 5. RESPONSIBILITIES

### 5.1 The DoDEA Director shall:

5.1.1 Ensure the DoDEA Systemwide Assessment Program is implemented according to this Regulation.

5.1.2 Ensure an annual report of student performance on systemwide assessments is submitted to Congress.

### 5.2 The DoDEA Deputy Directors shall:

5.2.1 Ensure a certified educator will be selected at every area office, district office, and school to serve as the assessment coordinator for those sites.

5.3 The Assessment Coordinators and Site Administrators (e.g., principal) at the area, district, and school levels shall:

5.3.1 Supervise all procedures relating to the administration of the systemwide assessments.

5.3.2 Sign and submit annually by October 1, a copy of the “Assessment Security and Confidential Integrity Form for Assessment Coordinator and Site Administrator” to the next higher supervision level (i.e., school information submitted to districts, district information submitted to areas). The “Assessment Security and Confidential Integrity Form for Assessment Coordinator and Site Administrator” is required because the Assessment Coordinator and the Site Administrator will be responsible for handling assessment booklets prior to the administration of the assessment.

5.3.3 Conduct or coordinate training for all DoDEA employees involved in systemwide assessments. Assessment training should include, but not be limited to, test ethics, security, preparation, administration, and the appropriate use of test results.

5.3.4 Ensure that certified employees are responsible for administering the assessments. Noncertified employees may assist with the monitoring of the administration of the assessments in the classroom.

5.3.5 Ensure the security of assessment documents in accordance with the security measures specified by the test publisher and DoDEA. (See Enclosures.)

5.3.6 Ensure the administration of the assessment adheres to the guidance provided by the DoDEA and the test publisher. (See Enclosures.)

5.3.7 Report violations of assessment preparation or administration practices to the district superintendent, who will forward them to the appropriate Deputy Director. Deputy Directors will report assessment violations to the Director DoDEA. The school administrator will work with above school level personnel to determine the most appropriate corrective action(s) to be taken.

5.3.8 Compile a list of students to be assessed using alternate assessments. Schools shall submit these lists to the district office for review and approval by November 1 each year. During the school year, as new students enroll, revised lists of students recommended for participation in alternate assessment(s) will be submitted to the district office for approval, as needed. Individual results for all students approved to take alternate assessments must be submitted to the district, area, and DoDEA assessment coordinators.

5.3.9 Compile a list of students requiring reasonable and appropriate accommodations for the identified DoDEA assessments. Schools shall submit their lists to the relevant assessment coordinators and to their district office for review and approval by the beginning of the testing period. This list must be submitted to the area and DoDEA assessment coordinators.

5.3.10 Conduct or coordinate training for DoDEA employee and/or community groups as needed, which defines and promotes the appropriate use of individual student and summary systemwide assessment results.

5.3.11 Ensure that systemwide assessment results for students are reported to students, their sponsors, and their teachers. These results shall become part of the student’s permanent academic record.

5.4 All DoDEA educators shall actively participate in the administration, implementation, and use of the results of the systemwide assessment program and are responsible for being fully knowledgeable of the ethical practices, security, objectives, and content domains of the selected tests.

6. EFFECTIVE DATE

This Regulation is effective immediately.

“Original Signed”  
Joseph D. Tafoya  
Director

Enclosures: (6)

1. *Multiple Assessments, TerraNova* (CTB/McGraw-Hill)
2. DoDEA Writing Assessment
3. Assessment Security and Confidential Integrity Form for Assessment Coordinator and Site Administrator
4. *Balanced Assessment in Mathematics* (CTB/McGraw-Hill)
5. *TerraNova Performance Assessment Communication Arts* (CTB/McGraw-Hill)
6. *End-of-Course Algebra Assessment* (ETS)

Distribution (X)

***Multiple Assessments, TerraNova***  
**CTB/McGraw-Hill**

**E1.1 Definition**

*TerraNova* is a norm-referenced achievement test that compares students' scores to scores from a "norm group." The norm group for *TerraNova* is a national sample of students representing all gender, racial, economic, and geographic groups. Other examples of common norm-referenced tests are: *CTBS-5*, *ITBS*, *MAT-7*, *Stanford-9*, etc.

**E1.2 Administration Procedures**

*TerraNova* is administered to all students at grades 3-11, except those students who have been approved for an alternate assessment. The administration of the *TerraNova* will follow the publisher's instructions as provided in the *CTB Test Directions for Teachers* published by CTB/McGraw-Hill. Only certified educators who have been trained in the administration of the *TerraNova* will administer the assessment. These *TerraNova* administrators will ensure that all booklets have correct student demographic information. Any precoded demographic sheets containing inaccurate information will be destroyed and correct student information entered on a blank demographic sheet or the inside front cover of the *TerraNova* booklet.

DoD sponsors may choose to exempt their children from *TerraNova* on the basis of any perceived conflict with their family values or religious beliefs. Sponsors may review the *Teacher's Guide to TerraNova* and the student practice test to make this determination. Student test booklets are not available for review.

**E1.3 *TerraNova* security**

E1.3.1 Before *TerraNova* administration:

E1.3.1.1 The assessment coordinator will inventory and store all *TerraNova* materials in a secure location (e.g., locked cabinet, drawer, or storage room).

E1.3.1.2 Copying of any portion of *TerraNova* materials is prohibited without the prior consent of the publisher.

E1.3.1.3 *TerraNova* student booklets will be distributed to *TerraNova* administrators (those administering the assessment) on the first day of the assessment. *TerraNova* student booklets will not be available to teachers at any time, except during the administration of the test.

E1.3.1.4 *TerraNova* materials may be distributed to certified staff only. Students may not have access to any new or completed assessment materials other than their own, and then only while they are actually taking the test.

E1.3.1.5 *CTB Test Directions for Teachers* for *TerraNova* may be reviewed by certified educators at any time.

E1.3.2 During *TerraNova* administration:

E1.3.2.1 *TerraNova* administrators (those administering the assessment) may keep the test materials in their own room during testing, but when not in use, *TerraNova* materials must be stored in a secure location (e.g., locked cabinet, drawer or storage room).

E1.3.2.2 *TerraNova* must be administered according to the *CTB Test Directions for Teachers*.

E1.3.2.3 Following each assessment session, materials must be counted before students are released in order to ensure that all materials have been returned.

E1.3.2.4 *TerraNova* materials may not be taken home by the teacher.

E1.3.3 After *TerraNova* administration:

E1.3.3.1 *TerraNova* administrators (those administering the assessment) must ensure that any stray marks are fully erased, but student responses must not be altered.

E1.3.3.2 *TerraNova* materials must be returned promptly to the school assessment coordinator by the *TerraNova* administrator (person administering the assessment) upon completion of the assessment. An accurate accounting of all student booklets will be made before and after the administration.

E1.3.3.3 When a new assessment is adopted or booklets are damaged, materials that are no longer being used must be destroyed according to the publisher's guidelines for disposal.

E1.3.3.4 Each school principal is responsible for ensuring that assessment materials security has been maintained in accordance with DoDEA and the publisher's policies at all times while on the school premises.

## **E1.4 Assessment Preparation Practices**

Assessment preparation practices should be in accordance with the generally accepted ethical standards of the education profession. Accordingly, any practice that increases students' scores should simultaneously represent an increase in students' mastery (i.e., increasing students' abilities to perform skills or demonstrate knowledge in real world situations) of the content domains being measured. The following illustrates appropriate/ethical and inappropriate/unethical practices in the preparation of students for *TerraNova*.

E1.4.1 Appropriate/Ethical Practices:

E1.4.1.1 Training students in “test-taking” skills such as marking answer sheets, making optimal guesses, or general strategies for subject area and item formats.

E1.4.1.2 Providing students with a wide array of item formats (e.g., multiple-choice, short answer, extended response, performance tasks) during instruction which may mirror those used by *TerraNova*.

E1.4.1.3 Increasing student motivation to perform on the assessment through appeals to parents for students to get a good night’s rest and eat breakfast, and for students to attend school on assessment days.

E1.4.1.4 Reviewing general test directions and procedures prior to the assessment.

E1.4.1.5 Following the specific guidance listed in the publisher’s directions for administration.

E1.4.1.6 Observing timing guidelines.

E1.4.1.7 Assisting students with mechanical acts such as finding the correct place.

E1.4.1.8 Checking answer sheets to make sure that each has been properly completed within the requirements for machine scoring (i.e., erasing stray marks).

E1.4.1.9 Teaching, practicing, and assessing the entire domain of DoDEA curricular standards, which includes the assessment objectives, during regular classroom instruction.

E1.4.1.10 Ensuring that assessment materials are secure at the end of each session. Students should not have access to any of the assessment materials before or after the administration sessions.

E1.4.1.11 Reporting any irregularities to the school Assessment Coordinator.

E1.4.1.12 Using preparation materials including the *TerraNova Practice Activities* and the *Teacher’s Guide to TerraNova* or materials that are part of a textbook adoption purchased by DoDEA.

#### E1.4.2 Inappropriate/Unethical Practices:

E1.4.2.1 Developing a curriculum based on the specific content of the assessment (inappropriate as this narrows the curriculum).

E1.4.2.2 Developing, teaching, and/or practicing curriculum objectives based solely on the content objectives of the assessment (norm-referenced tests are often relatively limited in scope and are intended to represent only a part of the content domain).



E1.4.2.3 Using assessment preparation materials beyond the *TerraNova Practice Activities* or materials that are part of a program materials adoption purchased by DoDEA.

E1.4.2.4 Halting all regular instruction weeks or days prior to the test and teaching just those concepts and content objectives on the assessment (inappropriate as it puts undue emphasis on the test itself and can confuse students).

E1.4.2.5 Using identical or virtually identical questions or items from current or past assessments in preparing students for test taking (copyright infringement).

E1.4.2.6 Teaching to specific questions or tasks on the test (copyright infringement).

E1.4.2.7 Limiting instruction to a particular type of question format (inappropriate as it narrows students' abilities to take various types of assessments).

E1.4.2.8 Photocopying published assessments as a whole or in part for any purpose (copyright infringement).

E1.4.2.9 Prompting students to find the correct answer to any question except sample items (inappropriate and unethical).

E1.4.2.10 Providing assistance that will inadvertently indicate an answer (inappropriate and unethical).

E1.4.2.11 Indicating the correct response to any item except sample items (inappropriate and unethical).

E1.4.2.12 Overemphasizing the importance of student performance on *TerraNova* or announcing that the school will get an incentive award if the students score well (inappropriate as it takes the focus off learning and creates too much pressure on students to do well on the assessments).

E1.4.2.13 Limiting instruction to the objectives of *TerraNova* (inappropriate as it narrows the curriculum).

E1.4.2.14 Reviewing specific *TerraNova* items with students before or after the test (unethical and generally illegal).

E1.4.2.15 Excluding students from the *TerraNova* without an appropriate review (e.g., Case Study Committee) and sponsor notification (unethical and against DoDEA policy).

## **DoDEA Writing Assessment**

### **E2.1 Definition**

The DoDEA Writing Assessment is an assessment for determining the strengths and weaknesses in student writing and learning in order to improve the overall instructional program and to make inferences about student achievement in writing. It is a criterion-referenced assessment that reports a student's performance by various achievement levels.

### **E2.2 Administration**

The DoDEA Writing Assessment will be administered to all students in the grade levels indicated, except those students who have been approved for participation in an alternate assessment. Students in grades 7 and 9 will be given the option of using the computer for their final essay in 2002 and 2003, while in 2004-06, students will be expected to use the computer for their final submission. The following provides the grade levels and changes that will occur within the DoDEA Writing Assessment over a 6-year period.

Spring, 2001: Grades 5, 8, 10

Spring, 2002-03: Grades 5, 7, and 9 with computer use optional for 7<sup>th</sup> and 9<sup>th</sup> grades

Spring, 2004-06: Grades 5, 7, and 9 with computer use mandatory for 7<sup>th</sup> and 9<sup>th</sup> grades.

The administration of the DoDEA Writing Assessment will follow the instructions for administration, according to the *DoDEA Writing Assessment Coordinator's Manual*. Only certified educators will administer the DoDEA Writing Assessment. The DoDEA Writing Assessment is a 3-day process with a 35-minute writing period each day. Students will prewrite on the first day, write a first draft on the second day, and write the final essay on the third day.

DoD sponsors may choose to exempt their children from the DoDEA Writing Assessment on the basis of any perceived conflict with their family values or religious beliefs. Sponsors may review previously administered writing prompts to make this determination. Writing prompts from the current year may not be made available for review by sponsors.

### **E2.3 Assessment Security**

Assessment materials security is the responsibility of all involved in the assessment program. For test results to be meaningful, it is essential that students have no prior knowledge of any portion of the test being taken. The following measures should be included in any test security plan.

#### **E2.3.1 Before DoDEA Writing Assessment administration:**

E2.3.1.1 The assessment coordinator will inventory and store all DoDEA Writing Assessment materials in a secure location (e.g., locked cabinet, drawer, or storage room).

E2.3.1.2 Copies may not be made of the current writing prompts until after the DoDEA Writing Assessment administration period. Writing prompts from prior administrations may be used for instructional purposes.

E2.3.1.3 *DoDEA Writing Assessment Coordinator's Manuals* may be reviewed by certified educators at any time.

E2.3.1.4 DoDEA Writing Assessment student booklets will be distributed to test administrators (those administering the assessment) on the first day of testing. Writing prompts are not available to teachers prior to test administration.

E2.3.1.5 DoDEA Writing Assessment materials may be distributed to certified staff only. Students may not have access to any new or completed assessment materials other than their own, and then only while they are actually taking the test.

#### E2.3.2 During DoDEA Writing Assessment administration:

E2.3.2.1 DoDEA Writing Assessment administrators (those administering the assessment) may keep the assessment materials in their own room during the 3-day assessment period, but when not in use, assessment materials must be stored in a secure location (e.g., locked cabinet, drawer, or storage room).

E2.3.2.2 Assessments must be administered according to the instructions in the *DoDEA Writing Assessment Coordinator's Manual*.

E2.3.2.3 Following each session, materials must be counted before students are released in order to ensure that all materials have been returned.

E2.3.2.4 Writing prompts may not be taken home by the teacher.

#### E2.3.3 After DoDEA Writing Assessment administration:

E2.3.3.1 Completed materials must be returned promptly to the school assessment coordinator by the DoDEA Writing Assessment administrator (those administering the assessment). An accurate accounting of all assessment booklets will be made before and after the assessment.

E2.3.3.2 Each school principal is responsible for ensuring that assessment materials security has been maintained in accordance with DoDEA policies at all times while on the school premises.

### **E2.4 Assessment Preparation Practices**

Assessment preparation practices should be in accordance with the generally accepted ethical standards of the education profession. Accordingly any practice that increases students' scores should simultaneously represent an increase in students' mastery (i.e., increasing students'

abilities to perform skills or demonstrate knowledge in real world situations) of the content domains tested. The following illustrates appropriate/ethical and inappropriate/unethical practices in the preparation of students for the DoDEA Writing Assessment.

#### E2.4.1 Appropriate/Ethical Practices

E2.4.1.1 Using writing prompts from previous years for practice (previously used items are nonsecure and can be shared with students for practice).

E2.4.1.2 Instructing students in the use of and allowing students to apply evaluative criteria (such as rubrics) in performance assessments.

E2.4.1.3 Providing students with a wide array of writing prompts (e.g., narrative, autobiographical, report of information, expository) during instruction which may mirror those used in the DoDEA Writing Assessment to familiarize students with the different modes of writing discourse.

E2.4.1.4 Ensuring that DoDEA Writing Assessment materials are secure at the end of each session. Students should not have access to any of the materials before or after the assessment.

E2.4.1.5 Reporting any irregularities in administration procedures to the school assessment coordinator.

E2.4.1.6 Reviewing test directions and procedures prior to the actual assessment.

E2.4.1.7 Following the specific directions listed in the *DoDEA Writing Assessment Coordinator's Manual* for administration.

E2.4.1.8 Observing timing guidelines.

E2.4.1.9 Increasing student motivation to perform on the DoDEA Writing Assessment through appeals to parents for students to get a good night's rest and eat breakfast, and for students to attend school on assessment days.

#### E2.4.2 Inappropriate/Unethical Practices

E2.4.2.1 Teaching to current, specific writing prompts on the test (inappropriate and unethical).

E2.4.2.2 Reviewing actual writing prompts with students prior to the test (inappropriate and unethical).

E2.4.2.3 Photocopying the current writing prompts in whole or in part for any purpose whatsoever prior to the administration of the DoDEA Writing Assessment (inappropriate and unethical).

E2.4.2.4 Limiting instruction to a particular type of writing prompt (narrows students' abilities to write different modes of writing discourse).

E2.4.2.5 Prompting students to add or delete specific items in their essays (inappropriate and unethical).

E2.4.2.6 Providing assistance that will inadvertently indicate an answer (inappropriate and unethical).

E2.4.2.7 Excluding students from the DoDEA Writing Assessment without an appropriate review (e.g., Case Study Committee) and sponsor notification (unethical and against DoDEA policy).

E2.4.2.8 Overemphasizing the importance of student performance on the writing assessment or announcing that the school will get an incentive award if the students score well (takes the focus off learning and creates too much pressure on students to do well on the test).

E3-Enclosure 3

**Assessment Security and Confidential Integrity Form  
for Assessment Coordinator and Site Administrator**

I have read the DoDEA Systemwide Assessment Policy, (DoDEA Regulation 2000.6) and Enclosures governing the administration of the DoDEA student assessment program. I understand my obligations concerning the security and confidential integrity of the assessments, and I am aware that serious consequences may result from a violation of assessment security and confidential integrity.

I will fully comply with all requirements concerning assessment security and confidential integrity.

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Signature of School, District, or Area Assessment Coordinator                      Printed Name

Date: \_\_\_\_\_

School, District, or Area Name: \_\_\_\_\_

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Signature of Principal, Superintendent, or Deputy Director                      Printed Name

Date: \_\_\_\_\_

School, District, or Area Name: \_\_\_\_\_

## **Balanced Assessment in Mathematics**

### **E4.1 Definition**

The *Balanced Assessment in Mathematics* is an assessment for determining the strengths and weaknesses in student mathematical performance in order to improve the overall instructional program and to make inferences about student achievement in mathematics. It is a criterion-referenced assessment that reports a student's performance by various achievement levels. The assessment mirrors the instructional approach used in a standards-based mathematics classroom while sampling content from the DoDEA mathematics standards.

### **E4.2 Administration**

The *Balanced Assessment in Mathematics* will be administered to all students in grades 4, 8, and 10, except for those students who have been approved for participation in an alternate assessment. The *Balanced Assessment in Mathematics* will serve as the criterion-referenced measure for the system in mathematics. The administration of the *Balanced Assessment in Mathematics* will follow the publisher's instructions as provided in the *Directions for Administration* published by CTB/McGraw-Hill. Only certified educators who have been trained in the administration of the *Balanced Assessment in Mathematics* will administer the assessment. These *Balanced Assessment in Mathematics* administrators will ensure that all booklets have correct student demographic information. Any precoded demographic sheets containing inaccurate information will be destroyed and correct student information entered on a blank demographic sheet.

Administration of *Balanced Assessment in Mathematics* will take approximately 40 minutes, with new tests developed annually. Scored student booklets can be used for instructional purposes in the classroom when the items are declared "released" by the publisher. Results will be reported to schools and stakeholders as soon as they are available.

DoD sponsors may choose to exempt their children from the *Balanced Assessment in Mathematics* on the basis of any perceived conflict with their family values or religious beliefs. Sponsors may review the practice activities or released items to make this determination. *Balanced Assessment in Mathematics* booklets from the current year may not be made available for review by sponsors.

### **E4.3 *Balanced Assessment in Mathematics* Security**

Assessment materials security is the responsibility of all involved in the assessment program. For test results to be meaningful, it is essential that students have no prior knowledge of any portion of the test being taken. The following measures should be included in any test security plan.

E4.3.1 Before the *Balanced Assessment in Mathematics* administration:

E4.3.1.1 The assessment coordinator will inventory and store all *Balanced Assessment in Mathematics* materials in a secure location (e.g., locked cabinet, drawer, or storage room).

E4.3.1.2 Copying of any portion of the *Balanced Assessment in Mathematics* materials before the items become release items is prohibited without the prior consent of the publisher.

E4.3.1.3 *Balanced Assessment in Mathematics* student booklets will be distributed to *Balanced Assessment in Mathematics* administrators (those administering the assessment) on the day of the assessment. *Balanced Assessment in Mathematics* student booklets will not be available to teachers at any time, except during the administration of the assessment.

E4.3.1.4 *Balanced Assessment in Mathematics* materials may be distributed to certified staff only. Students may not have access to the current *Balanced Assessment in Mathematics* prior to the administration, or after the administration but prior to the final scoring.

E4.3.1.5 *Directions for Administration* for the *Balanced Assessment in Mathematics* may be reviewed by certified educators at any time.

E4.3.2 During the *Balanced Assessment in Mathematics* administration:

E4.3.2.1 *Balanced Assessment in Mathematics* must be administered according to the *Directions for Administration*.

E4.3.2.2 Following the assessment session, materials must be counted before students are released in order to ensure that all materials have been returned.

E4.3.2.3 *Balanced Assessment in Mathematics* materials may not be taken home by the teacher.

E4.3.3 After the *Balanced Assessment in Mathematics* administration:

E4.3.3.1 *Balanced Assessment in Mathematics* administrators (those administering the assessment) must ensure that any marks not related to the content of the students' responses are fully erased, but student responses must not be altered.

E4.3.3.2 *Balanced Assessment in Mathematics* materials must be returned promptly to the school assessment coordinator by the *Balanced Assessment in Mathematics* administrator (person administering the assessment) upon completion of the assessment. An accurate accounting of all student booklets will be made before and after the administration.

E4.3.3.3 All surplus materials must be returned to the school assessment coordinator. The school assessment coordinator will keep surplus assessment booklets for instructional use. The *Directions for Administration* will be kept in a secure location.



E4.3.3.4 Each school principal is responsible for ensuring that assessment materials security has been maintained in accordance with DoDEA and the publisher’s policies at all times while on the school premises.

#### **E4.4 Assessment Preparation Practices**

Assessment preparation practices should be in accordance with the generally accepted ethical standards of the education profession. Accordingly any practice that increases students’ scores should simultaneously represent an increase in students’ mastery (i.e., increasing students’ abilities to perform skills or demonstrate knowledge in real world situations) of the content domains tested. The following illustrates appropriate/ethical and inappropriate/unethical practices in the preparation of students for the *Balanced Assessment in Mathematics*.

##### **E4.4.1 Appropriate/Ethical Practices**

E4.4.1.1 Training students in “test-taking” skills such as marking answer sheets, making optimal guesses, or general strategies for subject area and item formats.

E4.4.1.2 Providing students with a wide array of item formats (e.g., multiple-choice, short answer, extended response, performance tasks) during instruction which may mirror those used by *Balanced Assessment in Mathematics*.

E4.4.1.3 Increasing student motivation to perform on the assessment through appeals to parents for students to get a good night’s rest and eat breakfast, and for students to attend school on assessment days.

E4.4.1.4 Reviewing general test directions and procedures prior to the assessment.

E4.4.1.5 Following the specific guidance listed in the publisher’s *Directions for Administration*.

E4.4.1.6 Observing timing guidelines.

E4.4.1.7 Assisting students with mechanical acts such as finding the correct place on a page.

E4.4.1.8 Teaching, practicing, and assessing the entire domain of DoDEA curricular standards, which includes the assessment objectives, during regular classroom instruction.

E4.4.1.9 Reporting any irregularities to the school Assessment Coordinator.

E4.4.1.10 Using preparation materials including the *Balanced Assessment in Mathematics* Practice Activities, release items, materials that are part of a textbook adoption purchased by DoDEA or those that have undergone a review by DoDEA.

#### E4.4.2 Inappropriate/Unethical Practices:

E4.4.2.1 Developing, teaching, practicing and/or reviewing identical or virtually identical questions or items of the *Balanced Assessment in Mathematics* assessment before or after the administration of the assessment prior to the release of the items. (inappropriate as this narrows the curriculum and copyright infringement).

E4.4.2.2 Using assessment preparation materials beyond the *Balanced Assessment in Mathematics* Practice Activities, “released” *Balanced Assessment in Mathematics* items, materials that are part of a program materials adoption purchased by DoDEA or those that have undergone a review by DoDEA.

E4.4.2.3 Halting all regular instruction weeks or days prior to the test and teaching just those concepts and content objectives on the assessment (inappropriate as it puts undue emphasis on the test itself and can confuse students).

E4.4.2.4 Limiting instruction to a particular type of question format (inappropriate as it narrows students’ abilities to take various types of assessments).

E4.4.2.5 Photocopying published assessments as a whole or in part for any purpose prior to their “release” (copyright infringement).

E4.4.2.6 Providing assistance that will inadvertently indicate an answer (inappropriate and unethical).

E4.4.2.7 Indicating the correct response to any item except sample items (inappropriate and unethical).

E4.4.2.8 Overemphasizing the importance of student performance on *Balanced Assessment in Mathematics* or announcing that the school will get an incentive award if the students score well (inappropriate as it takes the focus off learning and creates too much pressure on students to do well on the assessments).

E4.4.2.9 Excluding students from the *Balanced Assessment in Mathematics* without an appropriate review (e.g., Case Study Committee) and sponsor notification (unethical and against DoDEA policy).

## **TerraNova Performance Assessment Communication Arts**

### **E5.1 Definition**

The *TerraNova Performance Assessment Communication Arts* is an assessment for determining the strengths and weaknesses in student communication performance, i.e., reading/language arts and writing, in order to improve the overall instructional program and to make inferences about student achievement in the communication arts. It is a criterion-referenced assessment that reports a student's performance by various achievement levels. The assessment mirrors the instructional approach used in a standards-based language arts classroom while sampling content from the DoDEA English/Language Arts standards.

### **E5.2 Administration**

The *TerraNova Performance Assessment Communication Arts* will be administered to all students in grades 4, 8, and 10, except for those students who have been approved for participation in an alternate assessment. The administration of the *TerraNova Performance Assessment Communication Arts* consists of three 60-minute sessions measuring student achievement in reading, language arts, and writing. The assessment consists of open-ended items that are designed to measure knowledge and critical process skills. The *TerraNova Performance Assessment Communication Arts* includes student activities such as reading, viewing a video, and small group discussions.

The administration of the *TerraNova Performance Assessment Communication Arts* will follow the publisher's instructions as provided in the *Test Directions for Teachers* published by CTB/McGraw-Hill. Only certified educators who have been trained in the administration of the *TerraNova Performance Assessment Communication Arts* will administer the assessment. These *TerraNova Performance Assessment Communication Arts* administrators will ensure that all booklets have correct student demographic information. Any precoded demographic sheets containing inaccurate information will be destroyed and correct student information entered on a blank demographic sheet or the inside front cover of the *TerraNova Performance Assessment Communication Arts* booklet. Completed student assessments will be sent to CTB for scoring. Results will be reported to schools and stakeholders by the fall.

DoD sponsors may choose to exempt their children from the *TerraNova Performance Assessment Communication Arts* on the basis of any perceived conflict with their family values or religious beliefs. Sponsors may review the *TerraNova Performance Assessment Communications Arts* practice activities to make this determination. *TerraNova Performance Assessment Communication Arts* booklets may not be made available for review by sponsors.

### **E5.3 Assessment Security**

Assessment materials security is the responsibility of all involved in the assessment program. For test results to be meaningful, it is essential that students have no prior knowledge of any portion of the test being taken. The following measures should be included in any test security plan.

E5.3.1 Before *TerraNova Performance Assessment Communication Arts* administration:

E5.3.1.1 The assessment coordinator will inventory and store all *TerraNova Performance Assessment Communication Arts* materials in a secure location (e.g., locked cabinet, drawer, or storage room).

E5.3.1.2 Copying of any portion of *TerraNova Performance Assessment Communication Arts* materials is prohibited without the prior consent of the publisher.

E5.3.1.3 *TerraNova Performance Assessment Communication Arts* student booklets will be distributed to *TerraNova Performance Assessment Communication Arts* administrators (those administering the assessment) on the first day of the assessment. *TerraNova Performance Assessment Communication Arts* student booklets will not be available to teachers at any time, except during the administration of the test.

E5.3.1.4 *TerraNova Performance Assessment Communication Arts* materials may be distributed to certified staff only. Students may not have access to any new or completed assessment materials other than their own, and then only while they are actually taking the test.

E5.3.1.5 *CTB Test Directions for Teachers* for *TerraNova Performance Assessment Communication Arts* may be reviewed by certified educators at any time.

E5.3.2 During *TerraNova Performance Assessment Communication Arts* administration:

E5.3.2.1 *TerraNova Performance Assessment Communication Arts* administrators (those administering the assessment) may keep the test materials in their own room during administration of the assessment, but when not in use, *TerraNova Performance Assessment Communication Arts* materials must be stored in a secure location (e.g., locked cabinet, drawer or storage room).

E5.3.2.2 *TerraNova Performance Assessment Communication Arts* must be administered according to the *CTB Test Directions for Teachers*.

E5.3.2.3 Following each assessment session, materials must be counted before students are released in order to ensure that all materials have been returned.

E5.3.2.4 *TerraNova Performance Assessment Communication Arts* materials may not be taken home by the teacher.

E5.3.3 After *TerraNova Performance Assessment Communication Arts* administration:

E5.3.3.1 *TerraNova Performance Assessment Communication Arts* administrators (those administering the assessment) must ensure that any marks not related to the content of the students' responses are fully erased, but student responses must not be altered.

E5.3.3.2 *TerraNova Performance Assessment Communication Arts* materials must be returned promptly to the school assessment coordinator by the *TerraNova Performance Assessment Communication Arts* administrator (person administering the assessment) upon completion of the assessment. An accurate accounting of all student booklets will be made before and after the administration.

E5.3.3.3 All surplus materials must be returned to the school assessment coordinator. The school assessment coordinator will keep all surplus materials in a secure location at the school.

E5.3.3.4 When a new assessment is adopted or booklets are damaged, materials that are no longer being used must be destroyed according to the publisher's guidelines for disposal.

E5.3.3.5 Each school principal is responsible for ensuring that assessment materials' security has been maintained in accordance with DoDEA and the publisher's policies at all times while the assessment materials are on the school premises.

## **E5.4 Assessment Preparation Practices**

Assessment preparation practices should be in accordance with the generally accepted ethical standards of the education profession. Accordingly any practice that increases students' scores should simultaneously represent an increase in students' mastery (i.e., increasing students' abilities to perform skills or demonstrate knowledge in real world situations) of the content domains tested. The following illustrates appropriate/ethical and inappropriate/unethical practices in the preparation of students for the *TerraNova Performance Assessment Communication Arts*.

### **E5.4.1 Appropriate/Ethical Practices**

E5.4.1.1 Training students in "test-taking" skills such as marking answer sheets, making optimal guesses, or general strategies for subject area and item formats.

E5.4.1.2 Providing students with a wide array of item formats (e.g., multiple-choice, short answer, extended response, performance tasks) during instruction which may mirror those used by *TerraNova Performance Assessment Communication Arts*.

E5.4.1.3 Increasing student motivation to perform on the assessment through appeals to parents for students to get a good night's rest and eat breakfast, and for students to attend school on assessment days.

E5.4.1.4 Reviewing general assessment directions and procedures prior to the assessment.

E5.4.1.5 Following the specific guidance listed in the publisher's directions for administration.

E5.4.1.6 Observing timing guidelines.

E5.4.1.7 Assisting students with mechanical acts such as finding the correct place on the page.

E5.4.1.8 Checking answer sheets to make sure that each has been properly completed within the requirements for scoring (i.e., erasing stray marks).

E5.4.1.9 Teaching, practicing, and assessing the entire domain of DoDEA curricular standards, which includes the assessment objectives, during regular classroom instruction.

E5.4.1.10 Ensuring that assessment materials are secure at the end of each session. Students should not have access to any of the assessment materials before or after the administration sessions.

E5.4.1.11 Reporting any irregularities to the school Assessment Coordinator.

E5.4.1.12 Using preparation materials including the *TerraNova Performance Assessment Communication Arts* Practice Activities, release items, materials that are part of a textbook adoption purchased by DoDEA or those that have undergone a review by DoDEA.

#### E5.4.2 Inappropriate/Unethical Practices:

E5.4.2.1 Developing, teaching, practicing and/or reviewing identical or virtually identical questions or items of the *TerraNova Performance Assessment Communication Arts* assessment before or after the administration of the assessment. (inappropriate as this narrows the curriculum and copyright infringement).

E5.4.2.2. Using assessment preparation materials beyond the *TerraNova Performance Assessment Communication Arts* practice, materials that are part of a program materials adoption purchased by DoDEA or those that have undergone a review by DoDEA.

E5.4.2.3 Halting all regular instruction weeks or days prior to the assessment and teaching just those concepts and content objectives on the assessment (inappropriate as it puts undue emphasis on the test itself and can confuse students).

E5.4.2.4 Limiting instruction to a particular type of question format (inappropriate as it narrows students' abilities to take various types of assessments)

E5.4.2.5 Photocopying published assessments as a whole or in part for any purpose (copyright infringement).

E5.4.2.6. Providing assistance that will inadvertently indicate an answer (inappropriate and unethical)

E5.4.2.7 Indicating the correct response to any item except sample items (inappropriate and unethical).

E5.4.2.8 Overemphasizing the importance of student performance on *TerraNova Performance Assessment Communication Arts* or announcing that the school will get an incentive award if the students score well (inappropriate as it takes the focus off learning and creates too much pressure on students to do well on the assessments).

E5.4.2.9 Excluding students from the *TerraNova Performance Assessment Communication Arts* without an appropriate review (e.g., Case Study Committee) and sponsor notification (unethical and against DoDEA policy).

## **End-of-Course Algebra Assessment**

### **E6.1 Definition**

The *End-of-Course Algebra Assessment* is an assessment for determining the strengths and weaknesses in student algebra performance in order to improve the overall instructional program and to make inferences about student achievement in algebra. It is a criterion-referenced assessment that reports a student's performance by various achievement levels.

### **E6.2 Administration**

The *End-of-Course Algebra Assessment* will be administered to all students enrolled in Algebra I. The End-of-Course Algebra Assessment is composed of two 40-minute timed sections. Students use scientific or graphing calculators, supplied by the school, to respond to some parts of the assessment.

The administration of the *End-of-Course Algebra Assessment* will follow the publisher's instructions as provided in the *Administrator's Manual* published by ETS (Educational Testing Service). Only certified educators who have been trained in the administration of the *End-of-Course Algebra Assessment* will administer the assessment. These *End-of-Course Algebra Assessment* administrators will ensure that all booklets have correct student demographic information.

DoD sponsors may choose to exempt their children from the *End-of-Course Algebra Assessment* on the basis of any perceived conflict with their family values or religious beliefs. Sponsors may review the *End-of-Course Algebra Assessment* brochure to make this determination. *End-of-Course Algebra Assessment* booklets from the current year may not be made available for review by sponsors.

### **E6.3 Assessment Security**

Assessment materials security is the responsibility of all involved in the assessment program. For test results to be meaningful, it is essential that students have no prior knowledge of any portion of the test being taken. The following measures should be included in any test security plan.

#### **E6.3.1 Before *End-of-Course Algebra Assessment* administration:**

E6.3.1.1 The assessment coordinator will inventory and store all *End-of-Course Algebra Assessment* materials in a secure location (e.g., locked cabinet, drawer, or storage room).

E6.3.1.2 Copying of any portion of *End-of-Course Algebra Assessment* materials is prohibited without the prior consent of the publisher.



E6.3.1.3 *End-of-Course Algebra Assessment* student booklets will be distributed to *End-of-Course Algebra Assessment* administrators (those administering the assessment) on the first day of the assessment. *End-of-Course Algebra Assessment* student booklets will not be available to teachers at any time, except during the administration of the assessment, and when the publisher declares the assessment “released” for professional development and instructional use.

E6.3.1.4 *End-of-Course Algebra Assessment* materials may be distributed to certified staff only. Students may not have access to any new or completed assessment materials other than their own, and then only while they are actually taking the assessment.

E6.3.1.5 *Administrator’s Manual* published by ETS for the *End-of-Course Algebra Assessment* may be reviewed by certified educators at any time.

E6.3.2 During the *End-of-Course Algebra Assessment* administration:

E6.3.2.1 *End-of-Course Algebra Assessment* administrators (those administering the assessment) may keep the assessment materials in their own room during the administration of the assessment, but when not in use, *End-of-Course Algebra Assessment* materials must be stored in a secure location (e.g., locked cabinet, drawer or storage room).

E6.3.2.2 *End-of-Course Algebra Assessment* must be administered according to the *Administrator’s Manual*, published by ETS.

E6.3.2.3 Following each assessment session, materials must be counted before students are released in order to ensure that all materials have been returned.

E6.3.2.4 *End-of-Course Algebra Assessment* materials may not be taken home by the teacher.

E6.3.3 After the *End-of-Course Algebra Assessment* administration:

E6.3.3.1 *End-of-Course Algebra Assessment* administrators (those administering the assessment) must ensure that answer sheets are complete and all documents are in the appropriate condition for scoring.

E6.3.3.2 *End-of-Course Algebra Assessment* materials must be returned promptly to the school assessment coordinator by the *End-of-Course Algebra Assessment* administrator (person administering the assessment) upon completion of the assessment. An accurate accounting of all student booklets will be made before and after the administration.

E6.3.3.3 When a new assessment is adopted or booklets are damaged, materials that are no longer being used must be destroyed according to the publisher’s guidelines for disposal.

E6.3.3.4 Each school principal is responsible for ensuring that assessment materials security has been maintained in accordance with DoDEA and the publisher’s policies at all times while on the school premises.

## **E6.4 Assessment Preparation Practices**

Assessment preparation practices should be in accordance with the generally accepted ethical standards of the education profession. Accordingly any practice that increases students' scores should simultaneously represent an increase in students' mastery (i.e., increasing students' abilities to perform skills or demonstrate knowledge in real world situations) of the content domains tested. The following illustrates appropriate/ethical and inappropriate/unethical practices in the preparation of students for the *End-of-Course Algebra Assessment*.

### **E6.4.1 Appropriate/Ethical Practices**

E6.4.1.1 Training students in “test-taking” skills such as marking answer sheets, making optimal guesses, or general strategies for subject area and item formats.

E6.4.1.2 Providing students with a wide array of item formats (e.g., multiple-choice, short answer, extended response, performance tasks) during instruction which may mirror those used by *End-of-Course Algebra Assessment*.

E6.4.1.3 Increasing student motivation to perform on the assessment through appeals to parents for students to get a good night's rest and eat breakfast, and for students to attend school on assessment days.

E6.4.1.4 Reviewing general test directions and procedures prior to the assessment.

E6.4.1.5 Following the specific guidance listed in the publisher's directions for administration.

E6.4.1.6 Observing timing guidelines.

E6.4.1.7 Assisting students with mechanical acts such as finding the correct place.

E6.4.1.8 Checking answer sheets to make sure that each has been properly completed within the requirements scoring (i.e., erasing stray marks).

E6.4.1.9 Teaching, practicing, and assessing the entire domain of DoDEA curricular standards, which includes the assessment objectives, during regular classroom instruction (i.e., including the “Teacher Assistance Packet (TAP) in support of Better Algebra Instruction and The End-of-Course Algebra Assessment”).

E6.4.1.10 Ensuring that assessment materials are secure at the end of each session. Students should not have access to any of the assessment materials before or after the administration sessions.

E6.4.1.11 Reporting any irregularities to the school Assessment Coordinator.

E6.4.1.12 Using preparation materials that are part of the program materials adoption purchased by DoDEA or that have undergone a review by DoDEA.

E6.4.2 Inappropriate/Unethical Practices:

E6.4.2.1 Developing a curriculum based on the specific content of the assessment (inappropriate as this narrows the curriculum).

E6.4.2.2 Developing, teaching, and/or practicing curriculum objectives based solely on the content objectives of the assessment (criterion-referenced tests are intended to represent only a part of the content domain).

E6.4.2.3 Using assessment preparation materials beyond the materials that are part of a program materials adoption purchased by DoDEA or those that have undergone a review by DoDEA.

E6.4.2.4 Halting all regular instruction weeks or days prior to the test and teaching just those concepts and content objectives on the assessment (inappropriate as it puts undue emphasis on the test itself and can confuse students).

E6.4.2.5 Using identical or virtually identical questions or items from current assessments in preparing students for taking the assessment (copyright infringement).

E6.4.2.6 Teaching to specific questions or tasks on the assessment (copyright infringement).

E6.4.2.7 Limiting instruction to a particular type of question format (inappropriate as it narrows students' abilities to take various types of assessments).

E6.4.2.8 Photocopying published assessments as a whole or in part for any purpose (copyright infringement).

E6.4.2.9 Prompting students to find the correct answer to any question except sample items (inappropriate and unethical).

E6.4.2.10 Providing assistance that will inadvertently indicate an answer (inappropriate and unethical).

E6.4.2.11 Indicating the correct response to any item except sample items (inappropriate and unethical).

E6.4.2.12 Overemphasizing the importance of student performance on *Algebra End-of-Course Assessment* or announcing that the school will get an incentive award if the students score well (inappropriate as it takes the focus off learning and creates too much pressure on students to do well on the assessments).

E6.4.2.13 Limiting instruction to the objectives of the *End-of-Course Algebra Assessment* (inappropriate as it narrows the curriculum).

E6.4.2.14 Reviewing current *End-of-Course Algebra Assessment* items with students before the assessment (unethical and generally illegal).