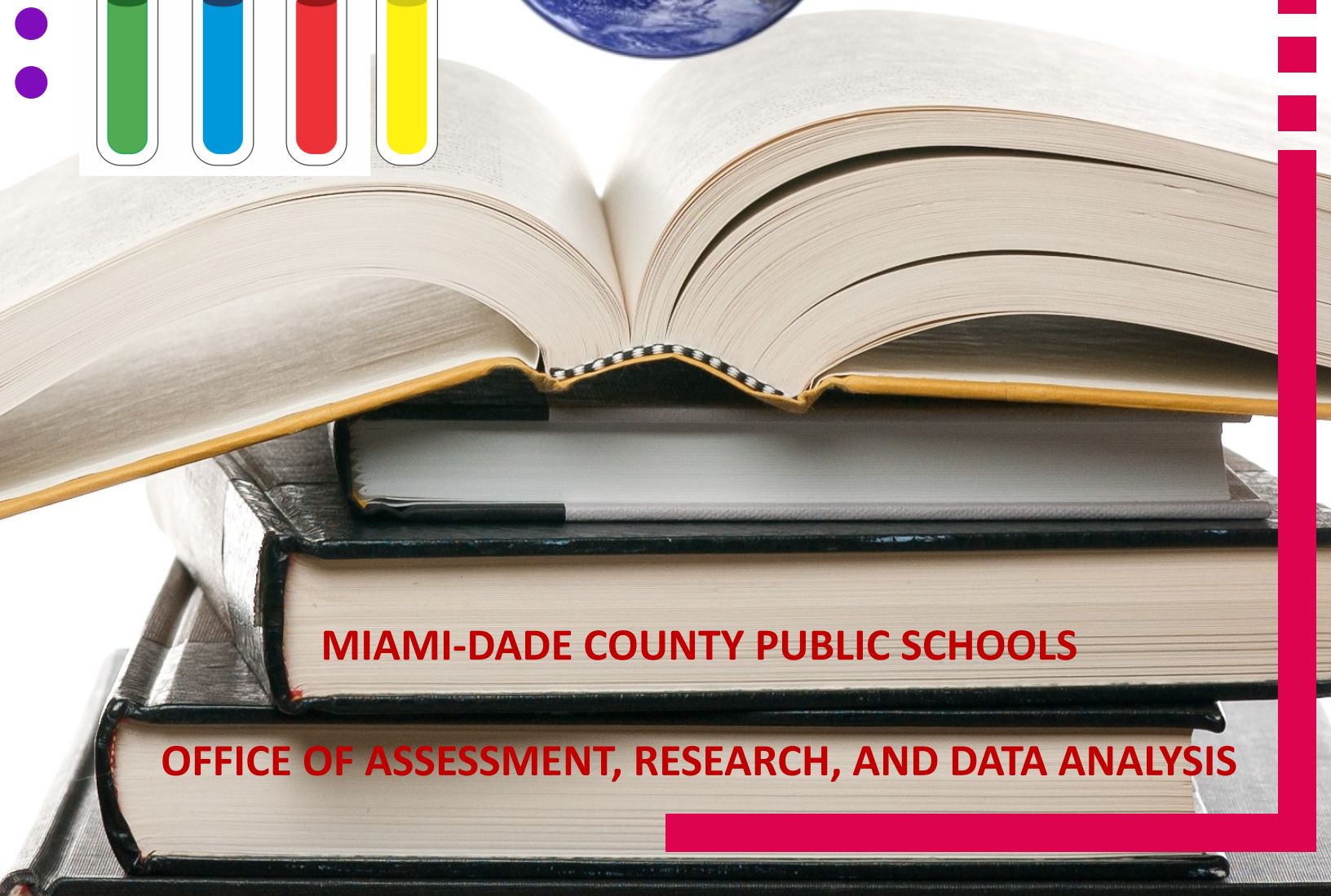
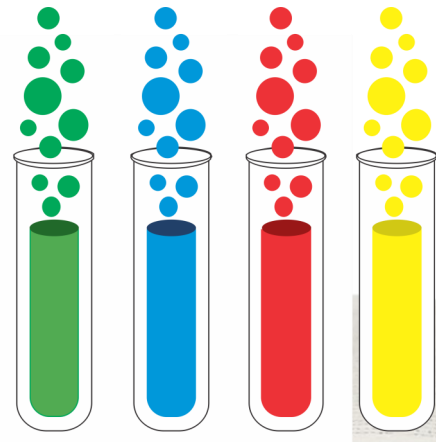


# MID-YEAR INTERIM ASSESSMENT 2023-2024 PROGRAM GUIDE



**MIAMI-DADE COUNTY PUBLIC SCHOOLS**

**OFFICE OF ASSESSMENT, RESEARCH, AND DATA ANALYSIS**

# Table of Contents

- Introduction ..... 3
  - Available Tests*..... 3
  - Test Administration Policies and Procedures*..... 4
  - Testing Format*..... 4
  - Students to Be Tested*..... 5
  - Scheduling Students for IA Testing*..... 5
  - Required Materials for Testing* ..... 6
- Preparing for Administration ..... 7
  - Approximate Testing Times* ..... 7
  - Proctoring*..... 10
  - Computer-Based Sessions* ..... 10
  - Special Formats for Students with Visual Impairments* ..... 11
  - Accommodations for Students with Disabilities and Section 504 Students* .... 11
  - Accommodations for ELL Students* ..... 12
  - Available Computer-Based Tools for Students*..... 12
  - Pre-Populated Answer Sheets*..... 14
  - Blank Answer Sheets* ..... 15
- Directions for Printing Answer Sheets..... 16
- Scanning Performance Matters Answer Sheets ..... 17
  - Rescanning/Rescoring*..... 17
- Preparing CBT Administration in Performance Matters ..... 18
  - Browser for Student Testing*..... 18
  - Student Video*..... 18
- Preparing for Online Testing..... 18
  - Student Login Procedures* ..... 18
  - Monitoring Students Status Online via OLA Student Status* ..... 19
- Interpreting Test Results for Instructional Purposes..... 20
  - Interpreting Performance Levels in Performance Matters* ..... 21
  - District Default Performance Bands*..... 22
- Performance Matters Reports ..... 23
  - Type of Reports*..... 23
    - *Student Item Analysis (SIA)*..... 23
    - *Baseball Card (BBC)*..... 23
    - *Scoreboard* ..... 23
    - *Comparative Results*..... 23
- APPENDIX A ..... 24
- CHECKLIST: BEFORE, DURING, AND AFTER TESTING ..... 24
- APPENDIX B ..... 25

**MIAMI-DADE COUNTY PUBLIC SCHOOLS ..... 25**  
**TEACHER COUNT SHEET ..... 25**  
**APPENDIX C ..... 26**  
**MIAMI-DADE COUNTY PUBLIC SCHOOLS ..... 26**  
**RECORD OF ABSENCES, EXEMPTIONS, AND INVALIDATIONS FORM ..... 26**  
**APPENDIX D ..... 27**  
**EQUIVALENT COURSE CODES ..... 27**  
**APPENDIX E ..... 28**  
**WHO TO CONTACT FOR INFORMATION ..... 28**

## Introduction

The Mid-Year Interim Assessment Program (IA) is an integrated assessment system designed to help classroom teachers monitor their students' attainment of the curriculum benchmarks outlined in Florida's Next Generation Sunshine State Standards (NGSSS), and the Benchmarks for Excellent Student Thinking (B.E.S.T.), which provide our students with an authentic experience in preparation for state assessment programs.

This Interim Assessment Program Guide provides an overview of procedures to administer the computer-based (CBT) and accommodated paper-based (PBT) versions of the Interim Assessment tests. The implementation of the IA program requires the involvement of multiple individuals at each school site and each should become familiar with the policies and procedures for the administration of these assessments. The School Assessment Coordinator, test administrators, and technology coordinators all play an integral role in the implementation process.

### ***Available Tests***

The following table shows mid-year assessments that will be available for the 2023-2024 school year.

<b>Content Area</b>	<b>Computer-Based Tests</b>
<b>Mathematics</b>	Algebra 1 Geometry
<b>Science</b>	Grades 5 and 8 Biology
<b>Social Studies</b>	U.S. History Civics

## ***Test Administration Policies and Procedures***

The Mid-Year Interim Assessment (MYA) testing window allows each school the flexibility of scheduling dates and times based on their instructional schedule.

A Schedule of Activities and training PowerPoint are provided for the administration of the MYAs, which outline dates and tasks to be completed, staff training, procedures for testing students, and the downloading of score reports. The Schedule of Activities is provided through the briefing delivery system that is released prior to each testing administration. The following is a summary of the testing windows.

<b>Assessment Period</b>	<b>Subjects Tested</b>	<b>Administration Windows</b>
<b>MYA</b>	<b>Algebra Geometry</b>	<b>January 16, 2024 – February 16, 2024</b>
<b>MYA</b>	<b>Science (Grades 5 and 8) Biology Civics U.S. History</b>	<b>January 24, 2024 – February 23, 2024</b>

### ***Testing Format***

The Interim Assessment tests consist of multiple-choice and technology-enhanced questions and will be administered through the Performance Matters testing platform. The CBT administration requires the scheduling the sessions, monitoring students' testing status, and retrieving score reports. Paper test forms will be provided for students with that accommodation, and the paper-based administration requires printing answer sheets and scanning answer sheets to retrieve score results.

Once students' CBT tests have been submitted online or the PBT answer sheets have been scanned, their scores are available within 15-30 minute intervals on the Performance Matters Student Item Analysis Report. Score reports are available for individual students, by class, schools, district-wide, and for specific subgroups. For example, students enrolled in the English for Speakers of other Languages (ESOL) or Special Education (SPED) programs. The scores may be used to identify individual students' strengths and weaknesses, to target instruction, and monitor progress.

**Students to Be Tested**

All eligible students enrolled in the assessed grades and/or associated courses must take the Interim Assessment tests in Mathematics, Science and Social Studies. Students are to be tested *on the grade level and/or subject area in which they are currently enrolled in the District’s Student Information System (DSIS).*

*(See Appendix D for a list of equivalent course codes):*

- Algebra I, for all students enrolled in Algebra I or its equivalent course
- Geometry for all students enrolled in Geometry or its equivalent course
- Science, Grades 5, 8, and Biology I for all enrolled students
- Civics for all students enrolled in the course, and
- United States History for all students enrolled in the course

IA Test Form	Participating Students	Test Format
<b>Mathematics</b>	Algebra 1 and Geometry Enrolled students	Computer-based
<b>Science</b>	Grades 5 and 8 Science Biology Enrolled students	Computer-based
<b>Civics</b>	Enrolled Students	Computer-based
<b>United States History</b>	Enrolled Students	Computer-based

Computer-Based test accommodations and/or decisions regarding modifications for English Language Learners (ELLs), students on Individualized Education and 504 Plans must be made prior to the administration of the assessments. Large print/Braille formats will be provided for students who are registered with the Florida Instructional Materials Center for the Visually Impaired.

**Scheduling Students for IA Testing**

A testing schedule should be planned for the paper-based version or the computer-based version of the tests. The assessments are not timed and students should be provided with sufficient opportunity to complete the test. Special scheduling or accommodations should be made for students needing extended time.



## Required Materials for Testing

Accommodated Paper-Based Administration	Computer-Based Administration
<ul style="list-style-type: none"> <li>• Student Pre-Populated Answer Sheets (from Performance Matters)</li> <li>• Student Test Booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Students should have access to a desktop computer or laptop (preferred browser – Google Chrome)</li> <li>• Student Login Credentials</li> </ul>
<ul style="list-style-type: none"> <li>• English-to-heritage language dictionary (ELL students)</li> <li>• Reference Sheets (Grade 8 Science and Biology 1 PBT, Algebra 1, and Geometry) - PDF versions of the sheets are available at <a href="https://arda.dadeschools.net/#!/fullWidth/3809">https://arda.dadeschools.net/#!/fullWidth/3809</a> under Mathematics and Science Reference Sheets/Ancillary Materials</li> <li>• Scientific calculator (Algebra 1 and Geometry)</li> <li>• 4-function calculator (Grade 8 Science and Biology 1)</li> <li>• Scratch paper, pencil</li> </ul>	

### ***Delivery of Accommodated Paper-Based Testing Materials***

Accommodated paper-based test booklets, including Braille for eligible students, will be delivered directly to the school sites via a contracted carrier for each administration period. Upon receipt of the testing materials, check the quantities against the packing information found on the shipping label affixed to the outside of each box. It is imperative that you verify your school's materials prior to the start of testing.

At the end of the delivery window, if your school did not receive the necessary quantities of materials needed to administer the assessments to your students, please contact Ms. Denetra Collins or Ms. Christine Sheng in the Office of Student Assessment at (305) 995-7520.

**Please note:** Test booklets may not be sent home with students.

## Preparing for Administration

The Interim Assessment tests should be administered as you would a typical “important” classroom test. They are **not** timed tests. Students should be given sufficient time to complete all the items. As such, the administration times in the following table are **only estimates** of the times that will be required for administration.

### Approximate Testing Times

Algebra 1*: 78 minutes
Geometry*: 75 minutes
Grade 5 Science: 81 minutes
Grade 8 Science: 96 minutes
Biology: 99 minutes
Civics: 60 minutes (ONE SESSION ONLY)
U.S. History: 60 minutes (ONE SESSION ONLY)

**\*It is suggested that assessments be administered over a two-day/session time-period.**

Interim Assessment tests must **be given during the testing window listed on the *Schedule of Activities***. Schools may determine the specific test session schedule within the given window. While the scheduling of test sessions on any day during the administration testing window is left to the discretion of each school site, considerations should be made as to what is in the best interest of the students.



### ***Training for the Administration of the Interim Assessment Test***

The school assessment coordinator or the principal's designee is responsible for training all classroom teachers on the various components of the Interim Assessment Program. Prior to administration of the Interim Assessment tests, all classroom teachers should have a refresher in the actual administration procedures.

The thoroughness and quality of this training will determine the value that teachers will obtain from the Interim Assessment tests. Topics for training include:

1. Purpose and components of the Mid-Year Assessment Program;
2. Administration, scanning, and reporting window for the tests;
3. School's schedule for testing;
4. Testing format;
5. Arranging for appropriate accommodations, as necessary;
6. Guidelines for scanning, scoring and/or monitoring computer-based sessions;
7. Score Reports availability; and
8. Primary use of results.

A PowerPoint presentation for training staff is available at <https://arda.dadeschools.net/#!/fullWidth/3809> for the designees at each M-DCPS school prior to the administration.

### ***Testing Environment***

The testing location should have comfortable seating, sufficient workspace, and good lighting. Test materials should be distributed to the teachers the day that testing is to take place and returned to the school assessment coordinator once testing has been completed.

## ***Distribution of Testing Materials***

The following materials are needed for each paper-based testing room:

- Test booklets (accommodated paper-based tests only);
- Pre-Populated answer sheets printed from Performance Matters, one per student (for accommodated paper-based tests only);
- No. 2 pencils;
- Science periodic tables, one per student (Grade 8 and Biology), four-function calculator (Grade 8 Science and Biology);
- Mathematics Reference Sheets (Algebra and Geometry);
- Scientific calculator (Algebra and Geometry)

## ***Scratch Paper***

Students should be provided with scratch paper during the administration of the mathematics tests. After testing, all scratch paper must be collected and discarded in a secure manner to avoid compromising test content.

## ***Calculators***

A scientific calculator is available for the administration of the Algebra 1 and Geometry assessments. In Performance Matters, a scientific calculator is embedded within the computer-based assessment, as well as a four-function calculator for Grade 8 Science and Biology 1. Students utilizing the accommodated paper format for the tests which are administered as computer-based, should be provided the appropriate calculator.

## ***Reference Sheets***

Reference sheets for Algebra 1, Geometry, Grade 8 Science and Biology may be shared with students prior to testing. The embedded format in Performance Matters of these reference sheets are available within the Performance Matters testing platform. They may also be used during the year for instructional purposes. However, if they are used prior to IA testing, or if re-used they must be examined for stray marks/notes, etc. PDF files are provided at <https://arda.dadeschools.net/#!/fullWidth/3809>.

## ***Tracking the Accommodated Paper-Based Test Booklets***

To assist in keeping track of the test booklets, a Teacher Count Sheet is provided for your use (see Appendix B). **Keep track of the number of booklets signed out and returned to each teacher on the days of testing and after testing for purposes of debriefing.**

## ***Proctoring***

Inadequate test security may jeopardize the validity of the test and inhibit the ability to interpret the results. The test administrator and/or proctors should actively monitor the students during testing.

## ***Computer-Based Sessions***

Students should be monitored and proctored during the entire test session. Once the students have completed the testing session, clicked submit, and the status verified via the Assessment Completion Report or OLA Student Status, they may close their window and log out of the computer. The Student Item Analysis may be reviewed 30 minutes after students have completed their assessments to see results.

## **Test Accommodations**

Accommodations are defined as any variation in the assessment environment or process. Accommodations may include variations in scheduling, responding, setting, aids and equipment, and presentation format. These variations should not change the level, content, performance criteria, readability, or validity of the assessment.

Keep in mind that all accommodations should mirror those provided during instruction.

The accommodations listed on the testing accommodations field in DSIS, as documented on a current Individualized Education Plan (IEP) or Section 504 Plan should be provided for students on the IA CBT, to the degree such accommodations are available on the Performance Matters testing platform. Refer to the description of the permissible accommodations in the following sections.

## ***Special Formats for Students with Visual Impairments***

Schools who have students with large print and Braille format test accommodations will be sent the appropriate format of the test booklets; student requiring Braille must be registered with the Florida Instructional Materials Center for the Visually Impaired (FIMC-VI). Braille students will receive an assessment in the braille format listed in DSIS. Students' responses from these assessments must be transcribed onto a Performance Matters answer sheet and then scanned into the platform.

## ***Accommodations for Students with Disabilities and Section 504 Students***

The following accommodations are permitted, if needed, for students with disabilities who have current IEPs or Section 504 Accommodation Plans. Teachers should follow the procedures outlined below and give special assistance only to those students who are eligible for such assistance. The accommodations permitted are:

- **Flexible setting.** The test may be administered individually or in a small group setting. Additionally, students may require use of special lighting, adaptive furniture, or special acoustics.
- **Flexible scheduling.** The test may be administered during several brief sessions or require extended time.
- **Recording of answers.** Students may use varied methods to respond to the test, including the mouse, keyboard, assistive technology (as available), written, signed, or verbal response. The teacher or test administrator may enter students' responses on the computer if their IEP dictates it.
- **Mechanical aids.** Students may use a magnifying device, a pointer, a non-calibrated ruler or template, or other similar devices to assist in maintaining visual attention to the passages and the questions. Approved manipulatives such as real coins to depict a test item, an abacus, geoboard, and other graphical aids may also be used.
- **Auditory or sign language presentations.** The teacher may sign, provide oral interpretations of, or read general directions. Mathematics and Science items and answer choices may be read aloud by the test administrator verbatim.
- **Dictionary.** Students who use sign language as their primary means of communication may use an English/sign or sign/English translation dictionary.

## ***Accommodations for ELL Students***

The guidelines for all ELL students are as follows:

- **Flexible setting.** ELL students may be offered the opportunity to take the test in a separate room with the ESOL or heritage language teacher. Because the students are not of legal age, parents must be informed of this option and should be asked for their preferences in the test administration.
- **Flexible scheduling.** ELL students may take the test during brief sessions.
- **Assistance in the heritage language.** The ESOL or heritage language teacher may answer students' questions about general directions or test questions in a way that the students would not be mistakenly led to infer the correct answer.
- **Dictionary.** ELL students must have access to an English-to-heritage language dictionary and/or heritage language-to-English dictionary, such as those made available to ELL students in an instructional setting. However, a dictionary written exclusively in the heritage language or in English may **not** be used.

## ***Available Computer-Based Tools for Students***

Performance Matters has a variety of embedded electronic tools available to all students. These tools should be considered acceptable tools for accommodating students with disabilities. The following tools are available to all students.

- Eliminator
- Line Focus
- Calculators: 4-function or scientific (dependent on the assessment)
- Highlighter
- Screen Magnification
- Screen Contrast
- Flag questions for later review
- Text-to-Speech
- Straight Edge
- Reference Sheet (embedded for Algebra 1, Geometry, and Biology)

## **Preparation for Testing Administration**

Performance Matters is updated nightly to reflect current student information from DSIS. New students enrolling at the school site after the update will be reflected in the next system rollover if they have been entered into the DSIS database by the school site registrar. Online testing or a pre-slugged answer sheet will not be available for newly registered students until they appear in the system.

If all updates have been executed properly and the student still does not appear in Performance Matters, please contact Performance Matters at 305-995-2345 or [testplatform@dadeschools.net](mailto:testplatform@dadeschools.net) for assistance.

### ***Student Enrollment in Performance Matters***

Teachers should cross-reference their class list with the MyDashboard students tab to determine whether students are enrolled in the testing platform for the computer-based administration. Students not enrolled will be unable to take the computer-based test until their name appears in Performance Matters on the MyDashboard students tab of the assigned teacher(s).

### ***Scanning Software***

Prior to scanning accommodated paper-based answer sheets, the scanning script software must be installed on the computer that will be utilized for scanning students' answer sheets. The microsystem technician should be consulted to assist with the installation process. The instructions and software (scanning script) can be downloaded at <https://arda.dadeschools.net/#!/fullWidth/3809>.

Performance Matters answer sheets may be printed starting on the dates noted on the Schedule of Activities. The Schedule of Activities can be retrieved at <https://arda.dadeschools.net/#!/fullWidth/3809> or via the briefing released for the administration period.





**Blank Answer Sheets**

Blank Answer Sheets are available in the Performance Matters system and can be used, if necessary. Students using blank answer sheets must write their name, teacher’s name, and bubble their student ID correctly. It is imperative that students provide the correct information when using blank answer sheets. If students bubble their student ID incorrectly then the answer document in most cases will result in an unresolved answer sheet in Scanview. Additionally, an incorrectly bubbled student ID could result in another student receiving a score.

Students will need to write in and bubble their 7-digit M-DCPS student ID number. All seven digits must be bubbled on the blank answer sheet. For example, if a student’s ID number is 0023456, the leading zeros must be placed on the gridded area from left to right. Only one bubble should be filled out per column.

**Blank Answer Sheet**

School Name:	
Test Name: MYA Grade 8 Science - [REDACTED]	Unify ID: [REDACTED]
Teacher Name:	Client ID: [REDACTED]
Student Name:	Barcode: [REDACTED]

<div style="text-align: center; border-top: 1px solid black; border-bottom: 1px solid black; border-radius: 10px 10px 0 0;">Student Answers</div> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border: 1px solid black; padding: 2px;">1.</td><td style="border: 1px solid black; padding: 2px;">(A) (B) (C) (D)</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">2.</td><td style="border: 1px solid black; padding: 2px;">(A) (B) (C) (D)</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">3.</td><td style="border: 1px solid black; padding: 2px;">(A) (B) (C) (D)</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">4.</td><td style="border: 1px solid black; padding: 2px;">(A) (B) (C) (D)</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">5.</td><td style="border: 1px solid black; padding: 2px;">(A) (B) (C) (D)</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">6.</td><td style="border: 1px solid black; padding: 2px;">(A) (B) (C) (D)</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">7.</td><td style="border: 1px solid black; padding: 2px;">(A) (B) (C) (D)</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">8.</td><td style="border: 1px solid black; padding: 2px;">(A) (B) (C) (D)</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">9.</td><td style="border: 1px solid black; padding: 2px;">(A) (B) (C) (D)</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">10.</td><td style="border: 1px solid black; padding: 2px;">(A) (B) (C) (D)</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">11.</td><td style="border: 1px solid black; padding: 2px;">(A) (B) (C) (D)</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">12.</td><td style="border: 1px solid black; padding: 2px;">(A) (B) (C) (D)</td></tr> </table>	1.	(A) (B) (C) (D)	2.	(A) (B) (C) (D)	3.	(A) (B) (C) (D)	4.	(A) (B) (C) (D)	5.	(A) (B) (C) (D)	6.	(A) (B) (C) (D)	7.	(A) (B) (C) (D)	8.	(A) (B) (C) (D)	9.	(A) (B) (C) (D)	10.	(A) (B) (C) (D)	11.	(A) (B) (C) (D)	12.	(A) (B) (C) (D)	<div style="text-align: center; border-top: 1px solid black; border-bottom: 1px solid black; border-radius: 10px 10px 0 0;">Student Answers</div> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border: 1px solid black; padding: 2px;">24.</td><td style="border: 1px solid black; padding: 2px;">(A) (B) (C) (D)</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">25.</td><td style="border: 1px solid black; padding: 2px;">(A) (B) (C) (D)</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">26.</td><td style="border: 1px solid black; padding: 2px;">(A) (B) (C) (D)</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">27.</td><td style="border: 1px solid black; padding: 2px;">(A) (B) (C) (D)</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">28.</td><td style="border: 1px solid black; padding: 2px;">(A) (B) (C) (D)</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">29.</td><td style="border: 1px solid black; padding: 2px;">(A) (B) (C) (D)</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">30.</td><td style="border: 1px solid black; padding: 2px;">(A) (B) (C) (D)</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">31.</td><td style="border: 1px solid black; padding: 2px;">(A) (B) (C) (D)</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">32.</td><td style="border: 1px solid black; padding: 2px;">(A) (B) (C) (D)</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">33.</td><td style="border: 1px solid black; padding: 2px;">(A) (B) (C) (D)</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">34.</td><td style="border: 1px solid black; padding: 2px;">(A) (B) (C) (D)</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">35.</td><td style="border: 1px solid black; padding: 2px;">(A) (B) (C) (D)</td></tr> </table>	24.	(A) (B) (C) (D)	25.	(A) (B) (C) (D)	26.	(A) (B) (C) (D)	27.	(A) (B) (C) (D)	28.	(A) (B) (C) (D)	29.	(A) (B) (C) (D)	30.	(A) (B) (C) (D)	31.	(A) (B) (C) (D)	32.	(A) (B) (C) (D)	33.	(A) (B) (C) (D)	34.	(A) (B) (C) (D)	35.	(A) (B) (C) (D)	<div style="text-align: center; border-top: 1px solid black; border-bottom: 1px solid black; border-radius: 10px 10px 0 0;">Student Code</div> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border: 1px solid black; padding: 2px;"> </td><td style="border: 1px solid black; padding: 2px;"> </td><td style="border: 1px solid black; padding: 2px;"> </td><td style="border: 1px solid black; padding: 2px;"> </td><td style="border: 1px solid black; padding: 2px;"> </td><td style="border: 1px solid black; padding: 2px;"> </td><td style="border: 1px solid black; padding: 2px;"> </td></tr> <tr><td style="border: 1px solid black; padding: 2px;">0</td><td style="border: 1px solid black; padding: 2px;">0</td><td style="border: 1px solid black; padding: 2px;">0</td><td style="border: 1px solid black; padding: 2px;">0</td><td style="border: 1px solid black; padding: 2px;">0</td><td style="border: 1px solid black; padding: 2px;">0</td><td style="border: 1px solid black; padding: 2px;">0</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">1</td><td style="border: 1px solid black; padding: 2px;">1</td><td style="border: 1px solid black; padding: 2px;">1</td><td style="border: 1px solid black; padding: 2px;">1</td><td style="border: 1px solid black; padding: 2px;">1</td><td style="border: 1px solid black; padding: 2px;">1</td><td style="border: 1px solid black; padding: 2px;">1</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">2</td><td style="border: 1px solid black; padding: 2px;">2</td><td style="border: 1px solid black; padding: 2px;">2</td><td style="border: 1px solid black; padding: 2px;">2</td><td style="border: 1px solid black; padding: 2px;">2</td><td style="border: 1px solid black; padding: 2px;">2</td><td style="border: 1px solid black; padding: 2px;">2</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">3</td><td style="border: 1px solid black; padding: 2px;">3</td><td style="border: 1px solid black; padding: 2px;">3</td><td style="border: 1px solid black; padding: 2px;">3</td><td style="border: 1px solid black; padding: 2px;">3</td><td style="border: 1px solid black; padding: 2px;">3</td><td style="border: 1px solid black; padding: 2px;">3</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">4</td><td style="border: 1px solid black; padding: 2px;">4</td><td style="border: 1px solid black; padding: 2px;">4</td><td style="border: 1px solid black; padding: 2px;">4</td><td style="border: 1px solid black; padding: 2px;">4</td><td style="border: 1px solid black; padding: 2px;">4</td><td style="border: 1px solid black; padding: 2px;">4</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">5</td><td style="border: 1px solid black; padding: 2px;">5</td><td style="border: 1px solid black; padding: 2px;">5</td><td style="border: 1px solid black; padding: 2px;">5</td><td style="border: 1px solid black; padding: 2px;">5</td><td style="border: 1px solid black; padding: 2px;">5</td><td style="border: 1px solid black; padding: 2px;">5</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">6</td><td style="border: 1px solid black; padding: 2px;">6</td><td style="border: 1px solid black; padding: 2px;">6</td><td style="border: 1px solid black; padding: 2px;">6</td><td style="border: 1px solid black; padding: 2px;">6</td><td style="border: 1px solid black; padding: 2px;">6</td><td style="border: 1px solid black; padding: 2px;">6</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">7</td><td style="border: 1px solid black; padding: 2px;">7</td><td style="border: 1px solid black; padding: 2px;">7</td><td style="border: 1px solid black; padding: 2px;">7</td><td style="border: 1px solid black; padding: 2px;">7</td><td style="border: 1px solid black; padding: 2px;">7</td><td style="border: 1px solid black; padding: 2px;">7</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">8</td><td style="border: 1px solid black; padding: 2px;">8</td><td style="border: 1px solid black; padding: 2px;">8</td><td style="border: 1px solid black; padding: 2px;">8</td><td style="border: 1px solid black; padding: 2px;">8</td><td style="border: 1px solid black; padding: 2px;">8</td><td style="border: 1px solid black; padding: 2px;">8</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">9</td><td style="border: 1px solid black; padding: 2px;">9</td><td style="border: 1px solid black; padding: 2px;">9</td><td style="border: 1px solid black; padding: 2px;">9</td><td style="border: 1px solid black; padding: 2px;">9</td><td style="border: 1px solid black; padding: 2px;">9</td><td style="border: 1px solid black; padding: 2px;">9</td></tr> </table>								0	0	0	0	0	0	0	1	1	1	1	1	1	1	2	2	2	2	2	2	2	3	3	3	3	3	3	3	4	4	4	4	4	4	4	5	5	5	5	5	5	5	6	6	6	6	6	6	6	7	7	7	7	7	7	7	8	8	8	8	8	8	8	9	9	9	9	9	9	9
1.	(A) (B) (C) (D)																																																																																																																														
2.	(A) (B) (C) (D)																																																																																																																														
3.	(A) (B) (C) (D)																																																																																																																														
4.	(A) (B) (C) (D)																																																																																																																														
5.	(A) (B) (C) (D)																																																																																																																														
6.	(A) (B) (C) (D)																																																																																																																														
7.	(A) (B) (C) (D)																																																																																																																														
8.	(A) (B) (C) (D)																																																																																																																														
9.	(A) (B) (C) (D)																																																																																																																														
10.	(A) (B) (C) (D)																																																																																																																														
11.	(A) (B) (C) (D)																																																																																																																														
12.	(A) (B) (C) (D)																																																																																																																														
24.	(A) (B) (C) (D)																																																																																																																														
25.	(A) (B) (C) (D)																																																																																																																														
26.	(A) (B) (C) (D)																																																																																																																														
27.	(A) (B) (C) (D)																																																																																																																														
28.	(A) (B) (C) (D)																																																																																																																														
29.	(A) (B) (C) (D)																																																																																																																														
30.	(A) (B) (C) (D)																																																																																																																														
31.	(A) (B) (C) (D)																																																																																																																														
32.	(A) (B) (C) (D)																																																																																																																														
33.	(A) (B) (C) (D)																																																																																																																														
34.	(A) (B) (C) (D)																																																																																																																														
35.	(A) (B) (C) (D)																																																																																																																														
0	0	0	0	0	0	0																																																																																																																									
1	1	1	1	1	1	1																																																																																																																									
2	2	2	2	2	2	2																																																																																																																									
3	3	3	3	3	3	3																																																																																																																									
4	4	4	4	4	4	4																																																																																																																									
5	5	5	5	5	5	5																																																																																																																									
6	6	6	6	6	6	6																																																																																																																									
7	7	7	7	7	7	7																																																																																																																									
8	8	8	8	8	8	8																																																																																																																									
9	9	9	9	9	9	9																																																																																																																									

Student MDCPS 7-digit ID number should be bubbled including leading zero. Only one number should be written in each box. The corresponding number should be bubbled in each column.

| 15

Mid-Year Interim Assessments Program Guide – January 2024

## Directions for Printing Answer Sheets

To print answer sheets for an assessment, follow the directions below.

- Access Performance Matters Testing Platform via Schoology or Clever. Click the “**Tests**” tab on the left of the screen and select “**Assessment Manager**”:
- Use the filters **Course Type**, **Assessment Category**, and **Test Grade Level** to help in narrowing down the search for the assessment. Also, clicking the option **Limit to Open Test Window** and/or providing a test ID in the search box will be useful.
- If a test is not visible in Assessment Manager, either the administration window is not open, or it has closed. Once a test window closes the assessment will no longer appear. Answer sheets cannot be printed for an assessment in which the administration window has closed. Download the pdf for answer sheets at the start of the testing window to scan for absent students.
- On the right side of the screen under Actions, click the three ellipses, A drop-down menu appears, select **Assign: Online/Paper Based**
- Note that all students that are associated with the selected assessment appear in the popup window. If only a specific class needs to be selected, then the **Add Student Filter** can be used or in the bottom left corner, the **All Classes** drop-down menu can be selected to narrow down the class(es) by section.
- To print an answer sheet, select **Pre-Populated Sheets**.
- The answer sheet file appears in PDF format at the top of your page under the download icon if using Google Chrome.
- Please ensure that the printer is not low on ink as this might result in the answer sheets failing during the scanning process.

# Scanning Performance Matters Answer Sheets

The instructions for scanning Performance Matters answer sheets can be found in the Performance Matter Scanner Installation Procedures M-DCPS [User's Guide](#) on pages 14-16 located at <https://arda.dadeschools.net/#!/fullWidth/3809> .

When scanning the answer sheet make sure the following settings are selected in the **Windows Fax and Scan** application program.

- 1- **Profile Name:** Document (Default) or Performance Matters  
Check the box next to Set this profile as default
- 2- **Source:** Feeder (Scan one side)
- 3- **Paper size:** Letter 8.5 x 11 inches
- 4- **Color Format:** Grayscale
- 5- **File type:** TIF
- 6- **Resolution:** 200

Once the answer documents have been successfully uploaded and transmitted to Performance Matters you should access **Scanview** within the platform. **Scanview** is located in the Test menu. **Scanview** allows for the previewing of successfully scanned answer documents.

## ***Rescanning/Rescoring***

The Office of Student Assessment and Educational Testing (SAET) must be contacted if scores need to be reset due to errors, or if a student received a score that is not identified with any of the assessments that were scheduled to be taken. The School Assessment Coordinator should compose an email to their school administrator stating the reason(s) for the resetting of a test score(s), or the deletion of an erroneous score. A school administrator should then contact Denetra Collins at [collinsd@dadeschools.net](mailto:collinsd@dadeschools.net) or Christine Sheng at [csheng@dadeschools.net](mailto:csheng@dadeschools.net) with their request.

# Preparing CBT Administration in Performance Matters

## *Browser for Student Testing*

Google Chrome is the preferred browser which should be installed and utilized during student testing.

## *Student Video*

In order to acclimate students to the Performance Matters testing environment a [student experience video](#) (**click hyperlinked text**) is available. It is suggested that students view the video prior to testing as a way of becoming familiar with the tools offered, navigation, and the submission of an assessment for scoring.

# Preparing for Online Testing

## *Student Login Procedures*

Students should be instructed to login into the M-DCPS Student Portal. From the portal, click on **Schoology**, and using the “waffle” icon in the upper right-hand corner, select the Performance Matters app. This will take students directly into the testing environment in Performance Matters. Students will have a list of assessments that have been assigned to them. It is important to direct students to select the correct test. Note: Charter schools should access Performance Matters via Clever.

After completing the computer-based assessment in Performance Matters, students must log out of the Portal, close the browser, and log out of the device by either clicking the sign out or switch account feature in Windows 10. **This process is especially imperative if students are using shared devices, as this will create an authentication credential issue.** If the device will no longer be used, then shutting down the device completely would be appropriate.

## Monitoring Students Status Online via OLA Student Status

The **OLA Student Status** screen interface allows the test administrator to monitor students while they are testing online. Prior to students testing, the test must be released to students via the **Assessment Manager**.

The screenshot displays the 'OLA Student Status' interface. At the top, there's a navigation bar with 'Performance Matters' and user information. The main area has a sidebar with 'Items', 'Tests', 'Reports', and 'Admin'. The central panel is titled 'OLA Student Status' and contains several filter sections: 'Assessment' (5561.Reading.First.U1W5 (3016732,2425991)), 'Teacher' (Filter by teacher), 'Class' (Filter by class), 'School' (Filter by school), 'Course Type' (Filter by course type), and 'Student' (Filter by student). There are also checkboxes for 'Restrict class list by selected teacher' and 'Live Updates', and a 'Fetch Results' button. Below the filters is a status bar with icons and counts for 'Unassigned', 'Assigned', 'Locked', 'In Progress', 'Submitted', and 'Finished'. To the right, it shows 'Last Student Population Calculation : 8/5/2022, 3:19:02 AM', 'Test Open : 10/13/2021', and 'Test Closed : 11/13/2022'. Below the status bar is an 'Add Student(s)' button and a table header with columns: Student ID, Student Name, Password, Status, and Items Answered. The table currently shows 'No students found'.

The OLA Student Status screen should be monitored to ensure that students have completed the entire testing session(s) from Unassigned to Finished.

## Secure Test Lockout

The enable Secure Test Lockout feature locks a student out of the test if they navigate outside of the browser window in which the test is open. If this feature is enabled on an assessment by the test author, the student has three seconds to click **Dismiss** and return to the test browser window. If they do not return before the end of the countdown, the test is locked, and students must have a teacher or test proctor unlock the test.

## **Interpreting Test Results for Instructional Purposes**

The Mid-Year Assessments are aligned to the District's pacing guides and should be used as classroom tools to monitor student progress and to target instruction going forward. Careful examination and interpretation of the test results, in conjunction with other classroom projects, observations, activities, and tests, can help reveal areas of relative strengths and weaknesses in student learning.

Teachers are encouraged to debrief the results of the mid-year tests with students and use individual test results to focus on the benchmark(s) on which a student needs further instruction. Schools are encouraged to allow teachers to use the test booklets or a projection device to go over test items using the play button to display each item to assist with debriefing. This review will assist teachers in targeting their instruction.

## ***Interpreting Performance Levels in Performance Matters***

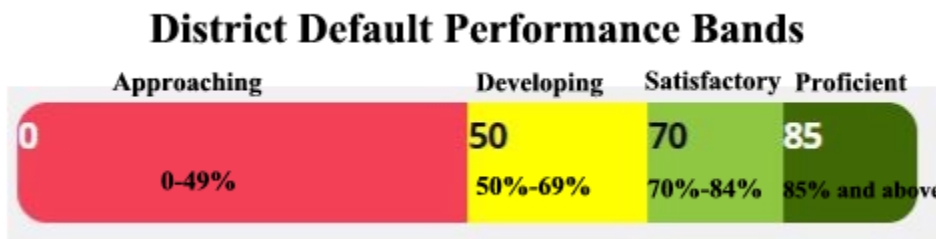
Performance Matters score reports contain three performance levels for analyzing mid-year data for the mathematics, science, and U.S. History assessments. These performance levels are defined as satisfactory, limited, and insufficient progress. The chart below defines the criteria for each level.

<b>Performance Level</b>	<b>Description</b>
<b>Satisfactory Progress</b>	This student demonstrated a <b>satisfactory level</b> of achievement on the content focus of the Next Generation Sunshine State Standards, State Academic Standards, or Benchmarks for Excellent Student Thinking assessed during this instructional period. To attain high levels of achievement in this content area, the student must receive continued instruction on the challenging content and skills across the benchmarks designated for this grade level.
<b>Limited Progress</b>	This student demonstrated a <b>limited level</b> of achievement on the content focus of the Next Generation Sunshine State Standards, State Academic Standards, or Benchmarks for Excellent Student Thinking assessed during this instructional period. To attain high levels of achievement in this content area, the student must receive targeted interventions and remediation in the areas of concern, and continued instruction on the challenging content and skills across the benchmarks designated for this grade level.
<b>Insufficient Progress</b>	This student demonstrated an <b>insufficient level</b> of achievement on the content focus of the Next Generation Sunshine State Standards, State Academic Standards, or Benchmarks for Excellent Student Thinking assessed during this instructional period. To attain high levels of achievement in this content area, the student must receive intensive interventions and remediation in the areas of concern, and continued instruction on the challenging content and skills across the benchmarks designated for this grade level.



## ***District Default Performance Bands***

Performance levels for Civics have not been defined. Therefore, the assessment will utilize the district default bands of **Approaching (red)**, **Developing (yellow)**, **Satisfactory (light green)**, and **Proficient (dark green)**.



Note: Cut-scores could be subject to change as directed by the curriculum department. Access the Student Item Analysis Report, then click on the Achievement Bands tab for defined cut-scores.

## Performance Matters Reports

The Performance Matters platform contains a variety of reports dependent on the user needs and the level of analysis. All of the reporting in Performance Matters enables one to make informed instructional decisions about next steps in student learning. The information below is a small overview of each type of report. Videos and documents can be found in the Help section within the Performance Matters platform.

### *Type of Reports*

- **Student Item Analysis (SIA)** – provides a quick glance at the standards assessed, percent of students scoring in each achievement/performance level, average percent by standard, average percent of points earned and points possible, item types, achievement bands, item analysis, overall class average, and average percent for each student.
- **Baseball Card (BBC)** – enables the teachers and site administrator to build reports using data from state, district, and local assessments. The reports usually address a more-defined question such as, “How are my level 1 students doing on I-Ready and local assessments”? Are they making progress? What type of support do they need based on what I see?
- **Scoreboard** - allows for data analysis by course, teacher, school, district averages, and various subgroups. Questions to ask of the data: Is there a group of students not showing progress? Which schools or teachers are most successful in moving students to a proficient level?
- **Comparative Results** – allows you to compare data by standards across assessments and item attributes by district, school, teacher, class, and students.

# APPENDIX A

## CHECKLIST: BEFORE, DURING, AND AFTER TESTING

### Before Testing

- ✚ Read the Interim Assessment Program Guide and review the PowerPoint.
- ✚ Meet with school's administrators, microsystem technician, classroom teachers, lab manager, and proctors to:
  - Train and review testing procedures for computer-based testing
  - Verify minimum requirements and prepare for computer-based testing
  - Schedule students and/or classes
  - Determine students needing accommodations and how you will group/schedule them to take the assessment.
- ✚ Prepare for testing by:
  - Reading all pertinent materials
  - Training test administrators

### During Testing

- ✚ Administer the test
- ✚ Monitor test administrations
- ✚ Make note of any problems encountered during testing
- ✚ Make sure students close out the testing session properly by exiting the test and closing out of the portal and browser (computer-based)

### After Testing

- ✚ Ensure that test administrators schedule any students who were absent or unable to test for make-up sessions
- ✚ Retrieve score reports





## APPENDIX D

### EQUIVALENT COURSE CODES

Course	Codes
<b>Algebra 1</b>	Algebra 1 – 1200310 Algebra 1 Honors – 1200320, Algebra 1-B – 1200380 IB Middle Years Program Algebra 1 – 1200390 Pre-AICE Mathematics 1 IGCSE Level – 1209810
<b>Biology</b>	Biology 1 – 2000310 Biology 1 Honors – 2000320 Pre-AICE Biology IGCSE Level – 2000322 Biology Technology – 2000430 Florida's Pre-IB Biology 1 – 2000800 IB Middle Years Program Biology – 2000850 Integrated Science 3 – 2002440 Integrated Science 3 Honors – 2002450
<b>Geometry</b>	Geometry – 1206310 Geometry Honors – 1206320 IB Middle Years Program Geometry Honors – 1206810 Pre-AICE Mathematics 2 – 1209820
<b>U.S History</b>	United States History - 2100310 United States History Honors – 2100320 Visions and Countervisions: Europe, U.S. and the World from 1848 - 2100390 Visions and Countervisions: Europe, U.S. and the World from 1848 Honors - 2100480
<b>Civics</b>	M/J Civics - 2106010 M/J Civics - 2106015 M/J Civics & Career Planning - 2106016 M/J Civics, Advanced - 2106020 M/J Civics, Advanced - 2106025 M/J Civics, Advanced & Career Planning – 2106026 M/J IB MYP Civics Advanced – 2106027 M/J IB MYP Civics Advanced & Career Planning – 2106028 M/J Civics and Digital Technologies - 2106029 M/J U.S. History & Civics - 2100045

## APPENDIX E

### WHO TO CONTACT FOR INFORMATION

Issue	Contact Office	Phone Number / E-mail
Purpose and administration of the Interim Assessment tests.	SAET Main Number  Denetra Collins, Director  Christine Sheng, Staff Specialist	305-995-7520  <a href="mailto:collinsd@dadeschools.net">collinsd@dadeschools.net</a>  <a href="mailto:csheng@dadeschools.net">csheng@dadeschools.net</a>
District Pacing Guides	Mathematics Science Social Studies	305-995-1921 305-995-2341 305-995-1982
Allowable accommodations for English language learners	Bilingual Education and World Languages	305-995-2428
Allowable accommodations for students with disabilities	Division of Special Education	305-995-1295
Performance Matters Technical Support	Tech Support Number Email	305-995-2345 <a href="mailto:TestPlatform@dadeschools.net">TestPlatform@dadeschools.net</a>