

## 1. ASSESSMENTS

Reference: DoDEA Regulation 2000.6, "Systemwide Assessment Program,"  
March 6, 2001, as amended

Additional Resources:

- Section 924 of title 20, United States Code
- Section 2164 of title 10, United States Code
- Advanced Placement Policy Memorandum, February 26, 2003
- PSAT/National Merit Scholarship Qualifying Test Policy Memorandum, September 11, 2002

### a. Philosophy of Assessments

(1) It is DoDEA policy that all system-wide 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.

(2) System-wide assessments used in DoDEA must satisfy rigorous technical standards. The assessments selected for use within DoDEA must do the following:

- (a) Positively affect instruction and student learning.
- (b) Be one of several criteria used for major decisions about student performance/achievement.
- (c) Align to clearly defined standards and objectives within the content domain tested.
- (d) Align criterion-referenced assessments to scope and sequence, reflecting the content emphasis.
- (e) Be valid and reliable, and control for bias.

### b. Purpose of Assessments

(1) System-wide assessments are designed to fairly measure student achievement in different academic subjects. This information is used to:

- (a) Help teachers determine the strengths and needs of students in order to work with them to improve their individual academic skills.
- (b) Let parents/sponsors know how their children scored in different academic subjects.

(c) Provide accountability for DoDEA schools.

(2) The testing information is used to help determine how successful DoDEA schools are, and includes norm-referenced tests and criterion-referenced tests. Norm-referenced tests provide a comparison of the basic skills of DoDEA students with the achievement of students in non-DoDEA stateside schools. Criterion-referenced tests provide a measure of how well DoDEA students are performing relative to specific DoDEA content area standards.

c. Assessment Ethics and Security

(1) DoDEA will ensure that all assessment actions and procedures conform with the generally accepted ethical standards of the education profession. Accordingly, any practice that increases students' scores should simultaneously represent and increase a students' mastery of the content domains being measured. Specific ethical practices are listed in DoDEA Regulation 2000.06. (See Reference)

(2) All appropriate DoDEA personnel will sign and submit annually by September 15, a copy of the "Assessment Security and Confidential Integrity Form for Assessment Coordinator and Site Administrator." (See Reference)

(3) In accordance with the reference above, all DoDEA personnel will practice the highest level of assessment ethics and security, including but not limited to:

(a) Documenting security and disclosure.

(b) Administering assessments in accordance with specific assessment administration instructions.

(c) Processing, recording, and/or disposing of assessment instruments and collected data in a manner consistent with DoDEA policy and publisher policy.

(d) Conforming with assessment preparation practices in accordance with generally accepted ethical standards of the education profession and in accordance with DoDEA policy.

(e) Ensuring that all student assessment data are verified as complete and accurate.

(f) Verifying data accuracy and completeness by building administrators.

d. Parental/Sponsor Notification

(1) Parents/sponsors shall be notified prior to any and all DoDEA system-wide assessments.

(2) Parents/sponsors shall be afforded the opportunity to exclude their child(ren) from assessments.

(3) In accordance with the specific design of individual assessments, parents/sponsors will be informed of their child(ren)'s performance(s) on assessments in a timely manner.

e. Privacy. All DoDEA components and personnel shall adhere to the highest standards in the protection of individually identifiable student information and performance on assessments.

f. Participation

(1) In accordance with the Individuals with Disabilities Education Act, all DoDEA students in the grades identified for system-wide assessments will be included in the program.

(2) Those students who have been identified as having disabilities or as limited English proficient will participate using either the standard DoDEA assessments with or without reasonable and appropriate accommodations, or the DoDEA Alternate Assessment.

(a) The Alternate Assessment is a component of the DoDEA assessment program, which ensures that all students with disabilities and students with limited English proficiency participate in system-wide testing.

(b) The Alternate Assessment measures the performance of students who are unable to participate in the system-wide assessment even when accommodations are provided.

(c) The Alternate Assessment permits students with significant disabilities and students with limited English proficiency to demonstrate their knowledge of academic standards. It is most appropriate for students with disabilities who require intensive instruction and extensive support in order to participate meaningfully and productively in daily activities integrated across the school, home, and community.

(d) The Alternate Assessment measures the performance of English language learners, level 1—and as appropriate level 2—whose limited language skills prevent meaningful participation in the general education curriculum even with accommodations and modifications.

(3) Home-schooled students who are otherwise eligible to attend DoDEA schools on a space-required, tuition-free basis may participate in system-wide assessments at the request of their DoD sponsor.

(a) Home-schooled students may participate in the system-wide assessments without being required to either enroll in or register in the school.

(b) Home-schooled students choosing to participate in the system-wide assessments will be tested in a classroom with their age-peers at the time normally scheduled for that classroom's assessment.

(c) The DoD sponsor of each home-schooled student will receive individual score reports on the student's performance on the assessment.

(d) Scores earned by home-schooled students will not be reflected in the school's summary scores.

(e) Transportation costs, if any, associated with a home-schooled child participating in the system-wide assessments will be the responsibility of the student's sponsor and not the local school.

g. Reporting, Analysis, Interpretation, and Dissemination of Assessment Results

(1) Parents, guardians, and/or sponsors will be informed of their child's performance on assessments in a timely manner, and in accordance with the specific design of individual assessments.

(2) Mechanisms will be established to ensure accountability and effective use of assessment program test results within the school.

(3) Any analysis or interpretation of assessment results should use reasonable and prudent statistical practices that accomplish the following:

(a) Produce reliable results.

(b) Preclude the inference of individually identifiable student results.

(c) Account for the strengths, weaknesses, and deficiencies of individual assessment instruments.

h. Assessment Instruments. The following assessments will be adopted and in use in DoDEA schools by 2011:

### DoDEA System-wide Assessments

Assessment	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>TerraNova</b> (Norm-Referenced)					X	X	X	X	X	X	X	X	X	
<b>Reading Proficiency</b>					<b>DRA</b>			<b>SRI</b>			<b>SRI</b>			
					X			X			X			
<b>U.S. History EOC</b>														
<b>*STAMP: Foreign Language Proficiency Test Levels II &amp; IV</b>														
<b>PSAT/NMSQT</b>										*	*	X	X	
<b>NAEP</b> (Odd years only) National Assessment of Educational Progress						X				X				
<b>ACT</b>														<b>Voluntary</b>
<b>SAT</b>														<b>Voluntary</b>

\*Anticipated Language Groups: Arabic, Chinese, French, Korean, Italian, German, Japanese, and Spanish.

(1) The National Assessment of Educational Progress (NAEP) is administered to students in grades 4 and 8 in selected subject areas in years prescribed by the Department of Education. NAEP results are for DoDEA only. No individual student, school, district, or Area results are received.

(2) End-of-course assessments will be administered in selected critical academic courses at the high school level. The results will provide individual student achievement levels as well as comparative data across schools, districts, areas, and the DoDEA system. Results of the assessments will not be used to determine whether a student passes or fails a course, but will provide meaningful information to the student, parent/sponsor, and teachers concerning strengths and weaknesses of individual students and groups of students.

(3) College entrance exams (Scholastic Aptitude Test (SAT) and American College Test) are normally taken by students in grades 11 and 12 on a voluntary basis.

(4) All DoDEA 10<sup>th</sup> and 11<sup>th</sup> grade students and all DoDEA 8<sup>th</sup> and 9<sup>th</sup> grade Advancement Via Individual Determination students, except for those students who have been approved for participation in an alternate assessment, take the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMQT) in the fall of the school year.

(a) DoDEA will pay for the tests, analyses, and reporting.

(b) The PSAT/NMQT results are sent only to the student, the school, and the DoDEA office. Reports on aggregated results can also be accessed online. Because colleges do not receive copies of student PSAT/NMQT results, these results have no impact on college entrance requirements.

(5) Students may enroll in Advanced Placement (AP®) Courses.

(a) In order to receive a weighted grade in a College Board AP® course, all students must be enrolled in a DoDEA AP® course, complete the AP® course, and take the affiliated AP® exam. Failure to take the exam results in removal of the weighted grade and replacement with an unweighted grade on the student's transcript.

(b) Students and sponsors should be informed of the expectations and requirements of DoDEA's highly rigorous, time intensive AP® courses prior to registration for these courses.

(c) All AP® exams are provided by DoDEA at no cost to the student or sponsor as long as the student is currently enrolled in the corresponding AP® course at a DoDEA school. DoDEA purchases the exams through the College Board, by contract, except in special cases.

1. A student who wishes to take an AP® exam but who did not take the course, may take the exam at his or her own expense.

2. Individual schools will pay Alternate Exam late testing fees and non-participation penalty fees when the reasons for rescheduling or nonparticipation are beyond the student's control and/or the result of a school decision. Payment criteria are the following:

a. Approved by the principal.

b. In accordance with College Board/AP® fee waiver policy.

c. In accordance with College Board/AP® "not approved" Alternate Exam testing list.

3. The student/sponsor will be responsible for all other Alternate Exam late testing fees and non-participation penalty fees. Parents/sponsors will submit a check for these fees, made out to AP®/College Board, to the school principal.

(6) System-wide assessments are administered during three testing windows.

(a) The first testing window occurs during the 29<sup>th</sup>, 30<sup>th</sup>, and 31<sup>st</sup> weeks of the school year, which for most districts falls from mid-February to mid to late March. The *TerraNova* Multiple Assessments, 3rd Edition, are administered during the first testing window.

(b) The second testing window occurs during the 35<sup>th</sup>, 36<sup>th</sup>, and 37<sup>th</sup> weeks of the school year, which for most districts falls between late March and early May. The tests administered during this testing window are criterion-referenced assessments.

(c) The third testing window occurs during the 39<sup>th</sup>, 40<sup>th</sup>, and 41<sup>st</sup> weeks of the school year. For most districts, these are the two (2) weeks prior to the last week of the school year (May/June). The end-of-course assessments are administered during this testing window.

(d) Foreign language proficiency assessments start at the end of March and run until mid-May.

(e) Testing windows for each school year can be found on the DoDEA Website:  
<http://www.dodea.edu/calendar/docs/AssessmentCalendar0910.pdf>

(f) Actual test administration dates are determined by the district or school in consultation with the Area Superintendent for Curriculum, Instruction, and Assessment. When scheduling for the system-wide assessments, schools should remember to include time within the testing window for make-up test administration.