

# Manteca Unified School District

## Elementary Education

### Memorandum

**To:** K-8 Grade Teachers  
**From:** Jason Messer, Director of Elementary Instruction  
**Date:** July 1, 2001  
**Re:** Assessment Binders - General Information


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#### INTRODUCTION

This binder is designed to support and assist you in the administration and analysis of District and State required assessments. The binder is divided into eight sections:

- 1) General Information;
- 2) Test Preparation Activities;
- 3) District Reading Proficiencies;
- 4) District Writing Proficiencies;
- 5) District Math Proficiencies;
- 6) State Testing;
- 7) Grading/Reporting; and
- 8) Class Information.

It is extremely important that you familiarize yourself with this binder as it is designed to address any and all questions you may have in regards to District proficiencies, State Testing, and Grading and Report Card expectations. If you have questions after reviewing this binder, you should first discuss your questions and/or concerns with your Program Coordinator and or site administrator. If your questions or concerns are still unanswered, please call Michael Zarevich at 825-3200 ext. 808 for questions regarding specific assessments, timelines or reporting requirements, or call my office at 825-32000 ext. 837 with any other questions.



## SUMMARY OF SECTIONS

### General Information

In this section you will find the following information:

- 1) a philosophy of assessment and guidelines for appropriately assessing students;
- 2) a K-8 summary of District proficiencies designed to provide you with an overall picture of the assessments we use in Manteca Unified School District; and
- 3) a testing calendar outlining the testing windows and due dates for all tracks and grade levels.
- 4) a copy of the State Standards which have been prioritized.

### Test Preparation Activities

In this section you will find a sample of test preparation activities designed to familiarize your students with standardized testing formats. A full set of test preparation activities may be found in the accompanying test preparation binder. On each of these activities the corresponding California State Content Standard or Standards are noted. However, one should not consider the content covered in these activities reflective of the STAR assessment, the standards are noted simply to connect types of content to types of standardized questions. These test preparation sheets are designed to be used as quick sponge activities and should be administered in a whole class setting. Teachers who find that their class, as a whole, has difficulty with a particular format of standardized questions are encouraged to develop additional activities for continued instruction.

### District Proficiencies

Sections 3, 4, and 5 all deal with District proficiencies. These proficiencies have all been revised, developed, and or adopted by the appropriate District curriculum committee. In redoing the proficiencies, the curriculum committees were charged with aligning the proficiencies with the California Content Standards. The committees also attempted to streamline proficiencies and further standardize these assessments to improve test validity. In addition to these issues the proficiencies have also been aligned to the new computerized report card.

In each of these sections you will find the following subsections:

- 1) Preparing Your Students for the Assessment;
- 2) Preparing to Administer the Assessment;
- 3) Directions for Administering the Assessment;
- 4) Directors for Reporting Results
- 5) Implications for Instruction.

While the results of the District proficiencies are collected at a District level and used to identify students for additional interventions, it is hoped that the section on Implications for Instruction will be of particular use to the classroom teacher.

### State Testing

Section 6 deals with State assessments. While this section is primarily designed for 2<sup>nd</sup>-8<sup>th</sup> grade teachers, there is information provided specific to kindergarten and first grade. This section includes information on what standards will be assessed on the SAT 9 Test and STAR Augmented Test. Additional information is provided for 4<sup>th</sup> through 7<sup>th</sup> grade teachers regarding the state writing assessments. This section will be updated with additional directions and information closer to the State determined STAR testing window.

### Grading and Reporting

Section 7 provides you with copies and directions for completing the new Standards Based Report Card. Hundreds of committee hours were spent developing this report card and thousands of hours have been spent aligning the proficiency tests to this standards based report card. In order to streamline the report cards process and reduce the time individual teachers must spend on each report card, we are using scantron sheets to capture the data from the teacher. After filling the scantron out, the program coordinator along with the Education Technology department will transfer that data to the report card. Should there be an error on a report card, you simply need to see your program coordinator who has the ability to correct the error and reprint the report card.

### Class Information

Section 8 has been included in this binder to provide you the teacher, a place to keep student records. In addition to the records you will need to keep in order to manage the assessments for which you are responsible. This section should also be used to store reports which will be provided to you throughout the year. These reports will include:

*August 17, 2001*

- 1) SAT 9 student data;
- 2) SAT 9 cluster reports;
- 3) Student Proficiency Scores; and
- 4) Program lists such as Title 1 lists, ESL lists, eligibility lists, "F" remediation lists (7/8), and honor roll lists.

The binder will be updated and revised as necessary. As in the past, all updates and revision will come on blue paper with a thumbtack graphic in the top right hand corner. These updates should be filed immediately, and when instructed, other documents should be removed. Should you have any corrections or suggestions for revision, please contact my office at 825-3200 Ext. 827.

Manteca Unified School District



Summary of Assessment

Kindergarten – Eighth Grade

Revised – July 2001

Grade	Reading Assessment
Kdgn	<p><b>Entry:</b> Early Literacy Observation; Letter Identification; CAP; Writing Vocabulary; Text Reading/Running Records; Establish Class Profile.</p> <p><b>Ongoing:</b> Running Record: Complete regularly, approximately every 3 weeks, on familiar or unknown books, as appropriate. Maintain current alternate rankings to establish instructional levels and match children to text for Guided Reading groups and Friendly Baskets. Maintain Class Profile.</p> <p><b>End of Year:</b> Observation Survey tasks: Letter Identification; Writing Vocabulary (10 min. max.); Text Reading/Running Records. Submit to Administrator: Final Running Record with Letter Identification and Writing Vocabulary attached; Final Alternate Ranking, based on Running Record and Observation Survey tasks; Completed Class Profile; MUSD Data Collection scantron; Administrator forwards student results to 1<sup>st</sup> grade and Reading Recovery teacher (Kindergarten Agreement required for retention).</p>
1 <sup>st</sup>	<p><b>Entry:</b> Text Reading/Running Records; CAP (Standard format); Establish Class Profile.</p> <p><b>Ongoing:</b> Running Record: Approximately 1 per child every 3 weeks, may be fewer on high progress children, more on low progress children; Minimum of 1 Running Record on unknown book from assessment kit per trimester. Maintain current alternate rankings to establish instructional levels &amp; match children to text for Guided Reading groups &amp; Friendly Baskets. Maintain Class Profile.</p> <p><b>Mid-Year:</b> Observation Survey: Non-Readers &amp; Dependent Readers (Instructional Level 5 &amp; below or lowest 20% of the class).</p> <p><b>End of Year:</b> Observation Survey on all students at Instructional Level 9 or below; Text Reading/Running Record on all students. Complete Summer School paperwork and appropriate referrals. Submit to Administrator: Final Running Record with Observation Survey attached if required; Final Alternate Ranking, based on Running Record and Observation Surveys; Completed Class Profile; MUSD Data Collection scantron; Administrator forwards student results to 2<sup>nd</sup> grade teachers. (passing level <math>\geq 9</math>)</p>
2 <sup>nd</sup>	<p><b>Entry:</b> Text Reading/Running Records; Establish Class Profile.</p> <p><b>Ongoing:</b> Running Record: Approx. 1 per child every 3 weeks, may be fewer on high progress children, more on low progress children; Minimum of 1 Running Record on unknown book from appropriate assessment kit per trimester. Maintain current alternate rankings to establish instructional levels &amp; match children to text for Guided Reading groups &amp; Friendly Baskets. Maintain Class Profile.</p> <p><b>End of Year:</b> Text Reading/Running Records on all students. Submit to administrator: Final Running Records; Final Alternate Ranking, based on Running Records; Completed Class Profile; MUSD Data Collection scantron; Administrator forwards student results to 3<sup>rd</sup> grade teachers. (passing level <math>\geq 16</math>)</p>
3 <sup>rd</sup>	<p><b>Entry:</b> Text Reading/Running Records; Retelling (Fluent Reader Assessment Kit); Establish Class Profile.</p> <p><b>Ongoing:</b> Assess each student a minimum of 4 times per year using the procedures outlined in the Fluent Reader Assessment Kit. It is recommended to use a balance of narrative and expository texts for assessment. Maintain current alternate rankings to establish instructional levels and match children to text for Guided Reading groups and Friendly Baskets. Maintain Class Profile.</p> <p><b>End of Year:</b> Text Reading/Running Record and Retelling from late 3<sup>rd</sup> Trimester (as required for individual children). Submit to Administrator: Late 3<sup>rd</sup> Trimester Running Record and Retelling Evaluation; Completed Class Profile; MUSD Data Collection scantron; Administrator forwards student results to 4<sup>th</sup> grade teachers. (passing level <math>\geq 22</math>)</p>
4 <sup>th</sup> -6 <sup>th</sup>	<p><b>Entry:</b> Start a Language Arts portfolio (provided by District). 1) Record appropriate demographic information on the front of the folder. 2) Administer and record student score from Scholastic Reading Inventory (SRI).</p> <p><b>Ongoing:</b> Continue retaining samples of reading activities in folder (samples may include but are not limited to items like reading logs, reader's journals, quizzes, and responses in written/oral/art/dramatic forms). These samples are included only to provide parents with a broader picture of student performance during conferences and are not included in the proficiency scores.</p> <p><b>End of Trimester:</b> Administer and record student score from the Scholastic Reading Inventory (SRI), in the Language Arts portfolio and on the Report Card scantron.</p> <p><b>End of Year:</b> Make sure Language Arts portfolio is filled out completely and turn into your vice principal prior to the last day of school so that the portfolio can be passed on to next year's teacher.</p>
7 <sup>th</sup> /8 <sup>th</sup>	<p><b>Portfolio Assessment</b></p> <p><b>Entry:</b> Start a Language Arts portfolio (provided by District). 1) Record appropriate demographic information on the front of the folder. 2) Administer and records student score from the Scholastic Reading Inventory (SRI).</p> <p><b>Ongoing:</b> Continue retaining samples of reading activities in folder (samples may include but are not limited to items like reading logs, reader's journals, quizzes, and responses in written/oral/art/dramatic forms). These samples are included only to provide parents with a broader picture of student performance during conferences and are not included in the proficiency scores.</p> <p><b>End of Year:</b> Make sure the Language Arts portfolio is filled out completely and turn into your vice principal prior to the last day of school so that the portfolio can be passed on to next year's teacher.</p>

Grade	Writing Assessments
Kdgn	<p><b>Portfolio Assessment</b></p> <p><b>Monthly:</b> Minimum of 1 dated sample per month (scoring not required)</p> <p><b>End of Year:</b> Goldenrod cover sheet + 4 best samples indicating rubric score, placed in red portfolio</p> <p><b>Minimum Proficiency Level:</b> N/A (Kindergarten Agreement required for retention)</p>
1 <sup>st</sup>	<p><b>Portfolio Assessment</b></p> <p><b>Monthly/Ongoing:</b> Approximately 1 dated and rubric-scored sample per month (for at least 8 samples by mid-3<sup>rd</sup> trimester)</p> <p><b>End of Year:</b> Goldenrod cover sheet + 4 best samples indicating rubric score (1 sample must show evidence of writing process) placed in red portfolio</p> <p><b>Minimum Proficiency Level:</b> Developing Writer (passing score <math>\geq 3</math>)</p>
2 <sup>nd</sup>	<p><b>Portfolio Assessment</b></p> <p><b>Monthly/Ongoing:</b> Approximately 1 dated and rubric-scored sample per month (for at least 8 samples by mid-3<sup>rd</sup> trimester)</p> <p><b>Required Grade Level Domains:</b> Story Writing and Observational Writing</p> <p><b>End of Year:</b> Goldenrod cover sheet + 4 best samples indicating rubric score (1 sample must show evidence of writing process) placed in red portfolio</p> <p><b>Minimum Proficiency Level:</b> Developing Writer (passing score <math>\geq 3</math>)</p>
3 <sup>rd</sup>	<p><b>Entry:</b> Start a Language Arts portfolio (provided by District). Retain samples of student's writing which can be used at parent conferences to provide a broad picture of the standards achievements in writing.</p> <p><b>Ongoing:</b> Prepare students for end of trimester District proficiency testing by exposing them to sample prompts and model papers (provided in Section 2 of your assessment binder).</p> <p><b>End of Trimester 1:</b> Administer and score the on demand writing prompt (see Section 3 of your assessment binder). Record the score in the Language Arts portfolio and on the Report Card scantron.</p> <p><b>End of Trimester 2:</b> Administer the on demand writing prompt (this prompt will be sent to you just prior to the testing window). Make sure that all appropriate information is completed and return the student samples to your vice principal on or before the last day of the testing window. These writing samples will be scored and returned to you for you to record the rubric score on the Language Arts portfolio and the Report Card scantron.</p> <p><b>End of Trimester 3:</b> Administer and score the appropriate writing prompt (this is a process piece) prior to the last day of the testing window, score and record. Record the score in the Language Arts portfolio and on the Report Card scantron.</p> <p><b>End of Year:</b> Make sure Language Arts portfolio is filled out completely and turn into your vice principal prior to the last day of school so that the portfolio can be forwarded to next year's teacher.</p>
4 <sup>th</sup> -8 <sup>th</sup>	<p><b>Entry:</b> Start a Language Arts portfolio (provided by District). Retain samples of student's writing which can be used at parent conferences to provide a broad picture of the standards achievements in writing.</p> <p><b>Ongoing:</b> Retain samples of student's writing which can be used at parent conferences to provide a broad picture of the student's achievements in writing (store in Language Arts portfolio which was forwarded from previous grade level).</p> <p><b>End of Trimester 1:</b> Administer and score the on demand writing prompt (see Section 3 of your assessment binder). Record the score in the Language Arts portfolio and on the Report Card scantron.</p> <p><b>End of Trimester 2:</b> Administer the on demand writing prompt (this prompt will be sent to you just prior to the testing window). Make sure that all appropriate information is completed and return the student samples to your vice principal on or before the last day of the testing window. These writing samples will be scored and returned to you for you to record the rubric score on the Language Arts portfolio and the Report Card scantron.</p> <p><b>End of Trimester 3:</b> Administer and score the appropriate writing prompt (this is a process piece) prior to the last day of the testing window, score and record. Record the score in the Language Arts portfolio and on the Report Card scantron.</p> <p><b>End of Year:</b> Make sure Language Arts portfolio is filled out completely and turn into your vice principal prior to the last day of school so that the portfolio can be forwarded to next year's teacher.</p>

Grade	Mathematics Assessment	
Kdgn	<p><b>Ongoing:</b> Ongoing assessment throughout the year. Class Profile (required) contains individual student progress of objectives. See math assessment for skills to be taught and assessed.</p> <p><b>End of the Year:</b> Completed Class Profile (required) contains individual student progress. Teacher recommendation for placement given to administrator. (Kindergarten Agreement required for retention)</p>	
1 <sup>st</sup>	<p><b>Ongoing:</b> Ongoing assessment throughout the year. Class Profile (required) contains individual student progress of objectives. See Class Profile for State Standards to be taught but not formally assessed.</p> <p><b>End of the Year:</b> Class Profile (required) completed with eight required (bold) objectives out of 16 objectives met at proficient level.</p>	
2 <sup>nd</sup>	<p><b>Ongoing:</b> Ongoing assessment throughout the year. Math Proficiency Record Sheet (required) contains individual student scores relative to state standards.</p> <p><b>End of the Year:</b> Trimester totals are used for report card grades. Chapter totals should be used for progress reports. Record on report card scantron if student passed/failed proficiency.</p>	
3 <sup>rd</sup> -6 <sup>th</sup>	<p><b>Ongoing:</b> Prepare students for the end of trimester proficiency by: 1) following the scope and sequence provided by the District. 2) Using sample problems in Section 2 of your assessment binder to create quizzes and tests which expose students to the types of problems they will see on the proficiency assessments.</p> <p><b>End of 1<sup>st</sup> Trimester:</b> Part I test over designated application and competency objectives</p> <p><b>End of 2<sup>nd</sup> Trimester:</b> Part II test over designated application and competency objectives</p> <p><b>End of 3<sup>rd</sup> Trimester:</b> Final test over all grade level application and competency objectives</p> <p><b>* Results must be scored and recorded to be shared with parents each trimester conference</b></p> <p><b>End of Trimester:</b> Administer student test and have students record answers on District-provided scantron. Tests will be scored at District and the results will be returned to you. Scores will automatically be recorded on student report card. If a particular area of the California Math Standards is not assessed during a particular trimester, an N/A will appear on the report card.</p>	
7 <sup>th</sup>	<p><b>Ongoing:</b> Prepare students for the end of trimester proficiency by: 1) following the scope and sequence provided by the District. 2) using sample problems in Section 2 of your assessment binder to create quizzes and tests which expose students to the types of problems they will see on the proficiency assessments.</p> <p><b>End of Trimester:</b> Administer student test, have students record answers on the District-provided scantron. Tests will be scored at the District and results will be returned to you. Scores will be recorded on the student report card.</p>	
8 <sup>th</sup>	<p><b>Ongoing:</b> Prepare students for the end of trimester proficiency by: 1) following the scope and sequence provided by the District. 2) using sample problems in Section 2 of your assessment binder to create quizzes and tests which expose students to the types of problems they will see on the proficiency assessments.</p> <p><b>End of Trimester:</b> Administer appropriate student test. Have students record answers on the District-provided scantron. Tests will be scored at the District and results will be returned to you. Scores will be recorded on the student report card.</p>	
<b>Table of Tests</b>		
	<b>ALGEBRA 1A</b>	<b>ALGEBRA</b>
Trimester 1	Test A	Test A
Trimester 2	Test B	Test C
Trimester 3	Test C	Test D (Algebra final)
<p>All 8<sup>th</sup> grade students must pass the Algebra 1A final (Test C) with 50% to pass proficiency.</p> <p>Algebra 1A students must pass the Algebra 1A final (Test C) with 60% to move onto Algebra 1B in 9<sup>th</sup> grade.</p> <p>Algebra 1 students must pass the Algebra final (Test D) with a 60% to move onto Geometry in 9<sup>th</sup> grade.</p>		