

2023

Rhode Island State Assessment Program  
Test Coordinator Handbook (2022-23)



**Rhode Island  
Department  
of Education**

# RISAP TEST COORDINATOR HANDBOOK

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## INTRODUCTION

This handbook is designed to give district and school administrators an understanding of the Rhode Island State Assessment System and its policies. While this handbook does not contain all the information needed to administer each assessment, it does contain where to find all necessary information on testing window dates, training information for coordinators and test administrators, accommodations, and determining eligibility for the alternate assessment. Any state policies common to all assessments are included in this handbook.

The staff of the Office of Curriculum, Instruction, and Assessment at the Rhode Island Department of Education is available to answer questions and assist district and school administrators in preparations, administration, and interpreting score results. Please use the contact information in this handbook to reach out to someone specific or use [assessment@ride.ri.gov](mailto:assessment@ride.ri.gov) for our general email box. We hope you find this handbook helpful and informative.

In the event an update is made to this handbook, the date will be indicated in the footer and on the RISAP TC Handbook listing on the [www.ride.ri.gov/TC](http://www.ride.ri.gov/TC) webpage.

## PURPOSE OF STATE ASSESSMENTS

State assessments are administered to fulfill the testing requirements outlined in the federal Every Student Succeeds Act (ESSA). ESSA requires annual assessments in English language arts and mathematics for students in grades 3-8 and high school, and science in elementary, middle, and high school. States are required to assess English Learner (EL) students' proficiency in reading, writing, listening, and speaking English in grades K-12.

Rhode Island state assessments are designed to:

- test all public school students in the state, including students with disabilities and EL students.
- measure performance on state standards.
- report on the performance of individual students, schools, and districts.
- measure college and career readiness at high school.

## STATE ASSESSMENTS BY GRADE

The table below provides an overview of all required state assessments by grade level.

	<i>Alternate Assessments for Students with Significant Cognitive Disabilities</i>			<i>General Education Assessments</i>					
<b>Grade Tested</b>	<i>English language proficiency: Alt. ACCESS for ELs</i>	<i>ELA and Mathematics: DLM</i>	<i>Science: DLM</i>	<b>ACCESS 2.0 for ELs</b>	<b>NAEP</b>	<i>Science: RI NGSA</i>	<i>ELA and Mathematics: RICAS</i>	<i>Reading and Mathematics: PSAT™10</i>	<i>Reading and Mathematics SAT® School Day*</i>
<b>Kindergarten</b>				K					
<b>1</b>	1			1					
<b>2</b>	2			2					
<b>3</b>	3	3		3			3		
<b>4</b>	4	4		4	4		4		
<b>5</b>	5	5	5	5		5	5		
<b>6</b>	6	6		6			6		
<b>7</b>	7	7		7			7		
<b>8</b>	8	8	8	8	8	8	8		
<b>9</b>	9			9					
<b>10</b>	10			10				10	
<b>11</b>	11	11	11	11		11			11
<b>12</b>	12			12	12				

**When to Contact the Help Desk:** When you have technical difficulties (including logging in to a test portal); have questions about paper materials (ordering, receiving, and packing materials to return to the vendor, etc.), have questions about how accommodations work in the testing system, among other topics.

**When to Contact RIDE staff:** If you cannot find the answer to your questions in this handbook or the test administration materials available for each test, please contact your school or district test coordinator. If you still have questions, please phone, or email the appropriate RIDE staff if your questions are about test administration procedures, testing accommodations, who should participate in the state assessments, etc. For certain situations that require direct contact with RIDE as part of an established process (e.g., reporting test irregularities), please follow the directions on who to contact, how, and what information to provide, keeping in mind the following about protecting student confidentiality. RIDE staff contact information can be found beginning on the next page, *Assessment Contact Information and Web Links*.

**How to Protect Student Information.** *Any time you contact a help desk or RIDE staff, you must protect the student's personally identifiable information.* Below is a list of information that you can include safely in an email to RIDE staff. If you need to share personally identifiable student information, please call RIDE staff using the contact information beginning on the next page and, if necessary, RIDE staff can direct you on how to transmit student information securely.

1. SASID, student's first and last name initials, and grade level.
2. Test the student is taking.
3. School and district names.
4. Description of the issue you are having. *Do not email screenshots that include any student information.*

## ASSESSMENT CONTACT INFORMATION AND WEBSITE LINKS

<b>All Assessments</b> <a href="http://www.ride.ri.gov/tc">www.ride.ri.gov/tc</a> Access test coordinator monthly webinar presentations and recordings and memos sent via our test coordinator listserv.		<b>RIDE Contact:</b> Phyllis Lynch, Director <a href="mailto:Phyllis.Lynch@ride.ri.gov">Phyllis.Lynch@ride.ri.gov</a> (401) 222-4693
<b>Accommodations for State Assessments</b> <a href="http://www.ride.ri.gov/accommodations">www.ride.ri.gov/accommodations</a> . Accommodations for state assessment are outlined in the <i>Rhode Island State Assessment Program (RISAP) Accessibility and Accommodations Manual</i> . Test-specific documents and resources are also posted here.		
<b>State Assessment Results</b> <a href="http://www.ride.ri.gov/results">www.ride.ri.gov/results</a> Links to state assessment reporting materials, presentations, and the Assessment Data Portal.		
<b>Assessment Data Portal (ADP) – Private</b> <a href="http://ridemap.ride.ri.gov/default.aspx">ridemap.ride.ri.gov/default.aspx</a> District- and school-facing database that contains current and historical state assessment data. <b>NOTE:</b> You must have a RIDEMap login and password to access this site. Contact your district test coordinator to get an account.		
<b>State Assessment Results – Public</b> <a href="http://www.ride.ri.gov/RIADP">www.ride.ri.gov/RIADP</a> Public-facing database where you can access current and historical data on all RI districts. <b>NOTE:</b> Data suppression rules are used to prevent identification of individual or small groups of students.		
<b>Accountability Report Cards</b> <a href="http://reportcard.ride.ri.gov">reportcard.ride.ri.gov</a> Public-facing site for state, district, and school accountability report cards, and data.		
<b>ACCESS for ELLs and Alt ACCESS for ELLs</b>		
<a href="http://www.ride.ri.gov/ACCESS">www.ride.ri.gov/ACCESS</a> Test coordinator and test administrator manuals, accommodations information, and technology specifications.	<b>WIDA Client Services Center:</b> for questions about training and test administration procedures. (866) 276-7735 <a href="mailto:help@wida.us">help@wida.us</a>	<b>RIDE Contact:</b> Flavia Molea Baker - Program <a href="mailto:Flavia.MoleaBaker@ride.ri.gov">Flavia.MoleaBaker@ride.ri.gov</a> (401) 222-8480  Ana Karantonis – Assessment <a href="mailto:ana.karantonis@ride.ri.gov">ana.karantonis@ride.ri.gov</a> (401) 222-8940
<b>Sample Test Items:</b> <a href="http://wbte.drccedirect.com/WIDA/portals/wida">wbte.drccedirect.com/WIDA/portals/wida</a>	<b>DRC Customer Service:</b> for questions about test materials ordering, WIDA AMS, DRC INSIGHT, and DRC Testing Site Manager (TSM). (855) 787-9615 <a href="mailto:WIDA@datarecognitioncorp.com">WIDA@datarecognitioncorp.com</a>	
<b>WIDA Assessment Management System (AMS):</b> Access WIDA Screener, ACCESS for ELLs, Alternate ACCESS for ELLs. <b>NOTE:</b> A login and password are needed to access this site. Contact your district test coordinator for an account. <a href="http://www.drccedirect.com/all/eca-portal-ui/welcome/WIDA">www.drccedirect.com/all/eca-portal-ui/welcome/WIDA</a>		
<b>Training site:</b> Access the online training modules for test coordinators and test administrators. <b>NOTE:</b> A login and password are needed to access this site. Contact your district test coordinator for an account. <a href="https://portal.wida.us/ACCESSTraining/online/">https://portal.wida.us/ACCESSTraining/online/</a>		

PSAT™10 and RI SAT® School Day		
<a href="http://www.ride.ri.gov/SAT">www.ride.ri.gov/SAT</a> Find test coordinator and test administrator manuals, accommodations information, and technology specifications.	<b>College Board Help Desk:</b> <a href="mailto:RISchoolDay@collegeboard.org">RISchoolDay@collegeboard.org</a>	<b>RIDE Contact:</b> Heather Heineke: (401) 222-8493 <a href="mailto:Heather.heineke@ride.ri.gov">Heather.heineke@ride.ri.gov</a> Tricia Bowler: (401)-222-8478 <a href="mailto:Tricia.Bowler@ride.ri.gov">Tricia.Bowler@ride.ri.gov</a>
<b>Training site:</b> Access the online training modules for test coordinators, test administrators, and proctors. <b>NOTE:</b> A login and password are needed to access this site. Contact your district test coordinator for an account. <a href="http://www.collegeboard.org.ptat">www.collegeboard.org.ptat</a>		
<b>TIDE:</b> Enter accommodations for students; start, stop, and pause tests; conduct Pre-Admin Sessions. This TIDE is specific to PSAT 10 and RI SAT School Day; the science test (NGSA) uses a different TIDE instance. Your username and password for your College Board Professional Account will allow you access to TIDE. <a href="https://digitaltesting.collegeboard.org">https://digitaltesting.collegeboard.org</a> (Click <b>SIGN IN TO TIDE</b> )		
<b>K-12 Reporting Portal:</b> Access district and/or school-level data, practice tests, and released items. Data on the K-12 Reporting Portal is not used for accountability purposes. Instructions for getting a College Board Professional Account are at <a href="http://ride.ri.gov/sat">ride.ri.gov/sat</a> . Official RI state assessment results are posted on the Assessment Data Portal and the public reporting site. <a href="https://k12reports.collegeboard.org/login">https://k12reports.collegeboard.org/login</a>		

Dynamic Learning Maps (DLM)		
<a href="http://www.ride.ri.gov/DLM">www.ride.ri.gov/DLM</a> Find information on the criteria for eligibility, the Essential Elements (the standards measured by DLM), access professional development materials, find out about testlet review committees, and the One Percent Rule.	<b>DLM Service Center:</b> (855) 277-9751 <a href="mailto:dlm-support@ku.edu">dlm-support@ku.edu</a>	<b>RIDE Contact:</b> Heather Heineke: (401) 222-8493 <a href="mailto:Heather.heineke@ride.ri.gov">Heather.heineke@ride.ri.gov</a>
<b>Moodle:</b> Access online training modules and facilitator training materials for teacher training. <b>NOTE:</b> A login and password is needed to access this site. Contact your district test coordinator for an account.		
<b>Kite Educator Portal:</b> Student and test management system. A login and password are needed to access this site. Contact your district test coordinator for an account. <a href="https://educator.kiteaai.org/AART/login.htm">https://educator.kiteaai.org/AART/login.htm</a>		
<b>Kite Student Portal:</b> Test delivery system, where students take the test. Login information is student- and testlet-specific and is found in Educator Portal.		

Rhode Island Comprehensive Assessment Program (RICAS)		
<a href="http://www.ride.ri.gov/RICAS">www.ride.ri.gov/RICAS</a> Find information on the ELA and math test design.	<b>RICAS Help Desk:</b> (855) 222-8936 <a href="mailto:ricasservicecenter@cognia.org">ricasservicecenter@cognia.org</a> fax: (603) 749-5108	<b>RIDE Contact:</b> Tricia Bowler: (401)-222-8478 <a href="mailto:Tricia.Bowler@ride.ri.gov">Tricia.Bowler@ride.ri.gov</a>
<b>PearsonAccess<sup>Next</sup> (PAN):</b> Access the RICAS Resource Center to manage test administration tasks such as student registrations, user accounts, upload the SR/PNP, and monitoring online testing. A login and password are needed to access this site. Contact your district test coordinator for an account. <a href="http://ricas.pearsonsupport.com/support/">ricas.pearsonsupport.com/support/</a>		
<b>Training Site:</b> A login and password are needed to access this site. Contact your district test coordinator for an account. <a href="http://ricas.pearsonsupport.com/support/">ricas.pearsonsupport.com/support/</a>		



Rhode Island Next Generation Science Assessment (NGSA)		
<a href="http://www.ride.ri.gov/NGSA">www.ride.ri.gov/NGSA</a> Find information on the Next Generation Science Standards, test design, and NGSA item review committees for teachers.	<b>Help Desk Information:</b> (866) 757-9437 <a href="mailto:rihelpdesk@cambiumassessment.com">rihelpdesk@cambiumassessment.com</a>	<b>RIDE Contact:</b> Heather Heineke: (401) 222-8493 <a href="mailto:Heather.heineke@ride.ri.gov">Heather.heineke@ride.ri.gov</a>
<b>Test Delivery System (TDS):</b> Where students take the test and test administrators start, stop, and pause tests. <a href="https://ri.portal.cambiumast.com/">https://ri.portal.cambiumast.com/</a>		
<b>TIDE:</b> Enter accommodations for students. This TIDE is specific to the science test; PSAT 10 and SAT use a different TIDE link. <a href="https://ri.portal.cambiumast.com/">https://ri.portal.cambiumast.com/</a>		

National Assessment of Educational Progress (NAEP)	
<a href="http://www.ride.ri.gov/NAEP">www.ride.ri.gov/NAEP</a>	<b>RIDE Contact:</b> Jackie Branco: (401) 222-4685 <a href="mailto:Jacqueline.branco@ride.ri.gov">Jacqueline.branco@ride.ri.gov</a>
<b>NAEP Results:</b> Find results for Rhode Island's NAEP assessments here. <a href="http://www.ride.ri.gov/Assessment-Results">www.ride.ri.gov/Assessment-Results</a> and <a href="http://www.ride.ri.gov/NAEP">www.ride.ri.gov/NAEP</a>	
<b>Nation's Report Card:</b> The homepage of NAEP where educators, parents, policymakers, and students can find more information about the assessments. <a href="http://nces.ed.gov/nationsreportcard/about/">http://nces.ed.gov/nationsreportcard/about/</a>	
<b>NAEP Data Explorer (NDE):</b> The NDE is a tool that allows users to explore NAEP data and analyze students' academic performance in mathematics, reading, writing, science, and other subject areas. The tool also allows users to compare state results, observe trends over time, and display data using custom tables, charts, and maps. <a href="https://www.nationsreportcard.gov/data_tools.aspx">https://www.nationsreportcard.gov/data_tools.aspx</a>	
<b>NAEP Questions Tool (NQT):</b> The NQT is a database of over 3,000 released test questions from past NAEP assessments in all subject areas. Users can search for questions by grade level, difficulty, and item type. The tool also provides sample student responses, scoring guides, and performance data for individual questions. <a href="https://nces.ed.gov/nationsreportcard/nqt">https://nces.ed.gov/nationsreportcard/nqt</a>	
<b>NAEP Item Maps:</b> NAEP Item Maps illustrate the knowledge and skills demonstrated by students performing at different NAEP performance levels. The Item Maps answer the question, "What do students know and can do at Basic, Proficient, or Advanced?" <a href="https://www.nationsreportcard.gov/itemmaps/">https://www.nationsreportcard.gov/itemmaps/</a>	

## ROLES AND RESPONSIBILITIES OF DISTRICT AND SCHOOL STAFF

The four general roles must be filled for each of the state assessments in this handbook:

1. District Test Coordinator
2. School Test Coordinator
3. Test Administrator
4. Proctors (depending on the number of students being tested)

Below are descriptions of each role and their responsibilities.

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### ROLE OF DISTRICT TEST COORDINATOR

The District Test Coordinator is the one individual at the LEA/district level who is responsible for the overall coordination of the state test administration. Each test may have a different test coordinator depending on the organization of the district. The District Test Coordinator has the following roles:

- Develops local policies and procedures based on RIDE's guidelines and test publisher's directions to maintain test security.
- Supervises and monitors principals to ensure that they fulfill their specific roles and responsibilities for the administration of tests.
- Ensures all personnel involved with testing receive thorough training for each assessment given.
- Investigates any breach of security.
- Ensures that all student data submitted through the Enrollment Census, IEP Census, and MLL Census are up-to-date and accurate prior to student registration.
- Ensures that individual student reports are provided to families in a timely manner.
- Ensures that individual student reports are provided to outplacement schools in a timely manner.
- Receiving and returning any paper materials and student score reports shipped to the district.

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### ROLE OF SCHOOL TEST COORDINATOR

School Test Coordinators are responsible for the overall coordination, supervision, and administration of a specific test. A school may have more than one test coordinator depending on the number of assessments given. Responsibilities of the School Test Coordinator include:

- Developing and coordinating the school's test administration schedule, including the administration of make-up sessions (if not done at the district level).
- Ensuring test security protocols are followed, including implementing an electronic devices plan.
- Receiving, inventorying, distributing, and ordering additional test materials, as necessary.
- Maintaining sign-out and sign-in sheets for test materials distributed to test administrators.
- Ensuring all school personnel are thoroughly trained in test administration procedures and policies for each assessment given in that school.
- Ensuring students receive time to practice using the online testing platforms
- Reporting any breach of security or irregularity to the District Test Coordinator.
- Authorizing individuals to be involved in test administration.

- Informing students and staff of the testing schedule, cell phone policy, any materials they are allowed to bring, and other important information.
- Ensuring all accommodations are administered properly.
- Ensuring all materials are returned on time.

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## ROLE OF TEST ADMINISTRATORS

Test Administrators are responsible for administering the assessment according to the policies and procedures for that assessment. Role of the test administrator includes:

- Attend any training sessions held by the district or school.
- Read all test administration materials prior to testing.
- Follow all test security procedures and protocols; including the cell phone policy.
- Sign the Test Security Agreement and giving it to the school test coordinator.
- Actively supervise the test administration at all times.
- Understand how to administer any accommodations students will be using in your classroom.

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## WHO CAN BE A TEST ADMINISTRATOR?

The following individuals may serve as a test administrator:

- Individuals employed by the LEA as teachers
- LEA and school-level administrators (e.g., principals, assistant principals, directors, assistant superintendents, associate superintendents, superintendents) who hold certificates for their positions as administrators
- Long-term substitute teachers holding a teaching certificate, or state equivalent credentials, employed by the LEA as teachers
- School psychologists, school social workers, librarians, school guidance counselors, and speech pathologists who hold certificates for their positions
- Teachers employed by the LEA who hold provisional certificates

**NOTE:** The College Board training materials for the PSAT 10 and SAT use “proctor” instead of “test administrator”.

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## ROLE OF PROCTORS

Proctors assist a test administrator in monitoring a testing session; proctors cannot administer any part of the assessment, nor can they be left alone in the classroom with the students; the test administrator must be present at all times. The function of the proctor is to ensure that students are not violating any test security protocols and to answer basic questions on test administration. If class size is larger than 25 students, a proctor is recommended.

**NOTE:** The College Board training materials for the PSAT 10 and SAT use “room monitor” and “hall monitor” instead of “proctor”.

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## WHO CAN BE A PROCTOR?

Anyone serving as a proctor must be a school employee. Student teachers may not administer any test, but they may serve as proctors.

## INDIVIDUAL SCORE REPORTS

It is important that families receive their child's individual score report (ISR) in a timely manner for each state assessment the child took. Please note the following:

- For the following state assessments, RIDE has the ISRs printed and shipped to LEAs: ACCESS *and* Alternate ACCESS for ELLs, Dynamic Learning Maps, RICAS, and NGSA.
  - All paper ISRs are shipped to the LEA, attention to the district testing coordinator, except for the PSAT 10 and SAT RIDE-produced ISRs. Those must be downloaded from the Rhode Island Assessment Data Portal and provided to families.
  - One copy must be retained in the student's records.
  - One copy must be provided to families **within one month** of the LEAs receiving the paper copies.
- **Outplacement Schools:** One copy must be provided to the outplacement school **within two weeks** of the LEA receiving either the paper copies or online access (whichever is available first). It is the responsibility of the sending LEA to ensure families of students attending outplacement schools receive their child's score reports.
- **Additional copies:** LEAs and/or schools may need to make additional copies to ensure that teachers and other professionals involved in instructional planning or providing services to the student have the necessary information to make the best decisions possible.
- **PSAT 10 and SAT:** RIDE-produced student score reports for PSAT 10 and SAT must be provided to families even though the College Board-provided score reports are available in the K-12 Reporting Portal at an earlier date.
- **Resources:** Documents and other resources to help educators and families understand the ISRs can be found at [www.ride.ri.gov/assessment-results](http://www.ride.ri.gov/assessment-results). Families who have questions about the score reports should contact their district office.

## FAMILY RESOURCES FOR SCORE REPORTS

Resources for educators to use to help families understand their child's score reports are available at [www.ride.ri.gov/assessment-results](http://www.ride.ri.gov/assessment-results). Here is a list and description of each resource:

- *Score Report Translations:* The score report shells for each state assessment have been translated into other languages. Districts can include the necessary translation with the student's score report before sending it home to the student's family.
- *Score Reports in Other Formats:* If a parent requires the student score report in braille, translated into a language that is not available, or another format, please contact RIDE at [assessment@ride.ri.gov](mailto:assessment@ride.ri.gov).

## TRAINING INFORMATION

Training everyone who is involved in preparing for and administering the state assessments is one of the most important tasks that a district or school test coordinator will do and it requires thoughtful planning. If test administrators do not understand how to administer the test correctly, test irregularities can occur that have the potential to invalidate test scores. When planning training opportunities for staff involved in test administration, keep in mind the following:

- Students whose scores are invalidated by RIDE are considered non-participants and districts and schools are held accountable for those students.
- If College Board invalidates a student's SAT score, that score cannot be used for admissions purposes to a college or university, but the score may still be used for assessment reporting and accountability calculations.

## TEST COORDINATOR TRAINING

It is vital that district and school test coordinators receive their training *before attempting to train test administrators*. To assist with the training requirements for each state assessment, the **Test Coordinator Calendar** contains dates, timelines, and registration links for test coordinator training sessions as well as training requirements for test administrators. Training resources (e.g., webinars, documents, slide decks) for all assessments can be found at [www.ride.ri.gov/Assessment-Training](http://www.ride.ri.gov/Assessment-Training).

## TRAINING TEST ADMINISTRATORS

Districts are responsible for training test administrators. There are five components to ensuring that all test coordinators are properly trained:

1. **Read the test administrator training requirements for the tests you will be giving in your school.** The *Rhode Island State Assessment Program: Guide to Required Training* can be found at [www.ride.ri.gov/assessment-training](http://www.ride.ri.gov/assessment-training).
2. **Online modules:** Each state assessment requires online modules to be completed by anyone administering the test. Districts have two options to ensure that all test administrators complete these online modules and pass the quizzes at the end.
  - Allow all test administrators to view the modules on their own time, at their own pace.
  - Conduct an in-person training to view the online modules together and ensure all test administrators complete and pass the quizzes. RIDE strongly encourages districts to arrange test administrator training using in-person training sessions. These in-person sessions are helpful in ensuring that test administrators complete the training and have all their questions answered.

**NOTE:** Regardless of the method selected by districts, test coordinators have access to reports for each state assessment that will show who completed the online modules and passed the quiz. Anyone who did not pass the quizzes or complete the modules *may not* administer the test until they do.
3. **Collect sign-in sheets and online verification** that each test administrator took and completed the required training for each test administered in their school. Records must be kept showing that everyone was properly trained.
4. **Test Administrator Core Training Presentation:** The online modules provided for each state assessment do not address all aspects of test administration or address state- or district-specific procedures. To ensure that all LEAs have provided state assessment policy information to test coordinators, RIDE

developed a customizable presentation that LEAs must use *in addition to the online modules and other in-person training sessions*. This presentation can be found at [www.ride.ri.gov/tc](http://www.ride.ri.gov/tc) along with instructions for how to customize it for your district.

5. **Distribution of Test Administrator Manuals** (and other resources as listed in the Test Administrator Training document) to all test administrators, and test security information documentation to all personnel involved in state assessment administration. Depending on the assessment, manuals may be available for distribution electronically or in paper form. Test administrators and other personnel involved in testing at the school should receive the relevant manuals prior to the school's in-person training sessions so that they can be prepared to ask questions and to confirm receipt of those materials as part of their affirmation to ensure test security and proper test administration.

## STUDENT PRACTICE TESTS AND TRAINING WITH THE ONLINE TEST PLATFORMS

To ensure that students are comfortable and perform their best, they need time to practice with the online test platforms they will use during testing and will need to develop certain technical skills. Lack of experience with these test platforms and uncertainty about their technical skills can create unnecessary anxiety and pressure. Even though test administrators are allowed to help students navigate the online test platforms, asking a test administrator for help should be a student's last resort. **LEAs and schools must ensure that students have adequate practice on the testing platforms and that they have the technical skills necessary during the state assessments.** Use the information below to help prepare students for test day. This information is also posted on the test coordinator webpage ([www.ride.ri.gov/tc](http://www.ride.ri.gov/tc)).

- Appendix A contains a list of technical skills students need to navigate the online test platforms and answer test questions. These are not test-specific but rather include skills that students may need across several test platforms.
- Links to practice tests and released items can be found at [www.ride.ri.gov/Released-Items](http://www.ride.ri.gov/Released-Items)

## TEST SECURITY

Implementing thoughtful and thorough test security protocols is critical to a smooth test administration and to ensuring test irregularities don't occur. In addition to test coordinators and teachers, paraprofessionals, custodial staff, and others in the school who may be in classrooms during testing or may be in the area where tests are stored, even though they do not have direct access to tests, should be aware of security rules.

### Keeping Test Materials and Student Information Secure:

- Keep any test materials stored in a secure place accessible only by the school's test coordinator.
- Distribute testing materials as close to the actual testing time as possible.
- Use a sign-out and sign-in sheet for any staff receiving and returning test materials. This sheet should show the date and time.
- Make certain that all materials are returned immediately after the testing session.
- Follow instructions in the test administration manuals exactly. Manuals do change each year.

### *Student Information:*

- **Student rosters and other lists of students** must be kept in a secure location.
- **Test tickets** used for any computer-based assessments contain student information. Test tickets must be kept with other secure test materials and be securely shredded after testing is complete.

- **Scratch paper, reference sheets, and graphic organizers** written on by the student during testing may contain student information and should be treated as secure.

#### **Training:**

- Each state assessment has a Test Administrator Manual that must be read and understood by test administrators prior to testing. Test Coordinators are responsible for ensuring that all test administrators receive a copy (electronic or paper) of the test administrator manual(s) they will need for the assessment(s) they will administer.
- Be certain that everyone involved in the testing process has been properly trained and informed of their role in maintaining test security.
- Make certain that everyone involved in testing is aware of professional practices and the consequences of violations.
- Make certain that everyone, including students, understands what is and is not allowed during testing (e.g., cell phones are not allowed during testing).

#### **Examples of Test Administration Irregularities:**

- coaching, erasing, altering, or interfering with students' test responses in any way;
- giving students access to test questions or prompts prior to testing;
- questioning students about test content after the test;
- copying, reproducing, or using any test materials in a way that is inconsistent with test administration or security policies;
- making notes about any test content that students see; this includes test items, reading passages, and science scenarios;
- failing to follow security procedures for receiving and returning test materials as directed, or failing to account for all secure test materials before, during, and after testing;
- failing to follow test administration directions;
- failing to provide a documented accommodation or providing an accommodation not documented in the student's IEP;
- providing or allowing student use of materials that are prohibited during testing
- failing to prohibit cell phone use during testing.

#### **CELL PHONE USE ON STATE ASSESSMENTS**

Districts/LEAs and schools must have a plan in place so that electronic devices such as cell phones, PDAs, cameras, or any device that permits recording or playback, are not accessible to students during testing. Unless it is a device allowed by the test or required for the administration of an accommodation, students may not have access to it during testing. Announcements must be made prior to testing that such devices are not allowed in the testing environment and that possession or improper use of such devices during testing may result in disciplinary action in accordance with the district's student code of conduct and/or test invalidation.

If a test administrator confirms that a student is using a device to access, retain, or share information during testing, the Test Administrator must, with minimal disruption:

- collect the device,
- **stop testing that student,**
- remove the student from the testing session, and
- notify the School Test Coordinator immediately.

- The School Test Coordinator must contact the District Test Coordinator.

In the event such actions are **suspected**, but not yet confirmed, the Test Administrator must with minimal disruption:

- collect the device,
- **allow the student to complete testing,**
- notify the School Test Coordinator immediately, and
- as soon as it is appropriate, confirm whether the device was used during testing.
- Notify School Test Coordinator immediately if use of a device during testing was confirmed. The School Test Coordinator must contact the District Test Coordinator.

The LEA or district must contact RIDE immediately if it is confirmed that the student used the device to access information and/or to photograph, post, retain, share, or transmit information/images from any portion of a secure test and/or answer document. The test for that student will be invalidated. Students who receive messages/posts/texts from another party that contain secure test information may also have their test invalidated if the information received is used by them to gain an advantage.

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#### CELL PHONE USE ON THE PSAT 10 AND SAT

College Board does not allow, under any circumstances, cell phones to make a noise or an appearance during testing, including during breaks. The College Board may invalidate any student's test score even if the cell phone makes a noise and is not in the possession of the student. Please ensure that your LEA/school's cell phone policy is strictly enforced on testing day.

#### REPORTING A TESTING IRREGULARITY

Follow these steps to report a test irregularity for any state assessment. Appendix B provides an example of the form to be used, additional details regarding how/what information to collect, and a table of general test irregularities and steps to follow. RIDE recommends using the editable version of the Test Irregularity Form posted at [www.ride.ri.gov/TC](http://www.ride.ri.gov/TC).

1. Report all test irregularities immediately to the School Test Coordinator.
2. The School Test Coordinator must collect any information and/or documentation and promptly inform the LEA or District Test Coordinator.
3. The LEA or District Test Coordinator must contact Phyllis Lynch, Director, Office of Instruction, Assessment, and Curriculum at 401-222-4693 to discuss the incident and provide any documentation, as necessary.
4. The Office of Instruction, Assessment, and Curriculum will inform the local LEA/District if it is required to submit a formal investigation report of the irregularity to RIDE with the Test Irregularity Form. If multiple students are affected, please list them within the same form or include their information on a separate page. Reminder: *Never* email a completed Test Irregularity Form.
5. **For PSAT 10 and SAT**, the procedures in the Test Coordinator Manuals for reporting irregularities must also be followed.

#### PARTICIPATION REQUIREMENTS FOR STATE ASSESSMENTS



**All students are expected to participate:** With limited exceptions, it is expected that all students educated in Rhode Island will participate in the state assessment program for their current grade level<sup>1</sup> in one of the following ways:

- Participate in general assessments *without* accommodation(s);
- Participate in general assessments *with* accommodation(s); *or*
- Participate in the alternate assessments. These assessments are available only for students with an Individualized Education Program (IEP) who meet specific eligibility criteria.

Below are additional clarifications on the participation requirements for students. Additional information on how students are registered for state assessments, can be found in the *Registering Students for State Assessments* section of this handbook.

## PUBLIC SCHOOL STUDENTS

It is expected that any student attending a public, charter, or state-operated school in Rhode Island will participate in the required tests for their current grade level<sup>1</sup> either with or without accommodations. The chart of assessments at the beginning of this manual shows which tests are administered at each grade level.

## STUDENTS ATTENDING OUTPLACEMENT SCHOOLS

It is expected that students attending an outplacement school, whose tuition is paid for by a Rhode Island LEA, will participate in the required academic tests, as appropriate, for their current grade level<sup>1</sup>, regardless of where the outplacement school is located. If a student attends an outplacement school in a state other than Rhode Island, it is the responsibility of the Rhode Island LEA to ensure that the outplacement school has a plan for administering the required assessments for that student's grade level.

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## STUDENTS WHO TAKE THE ALTERNATE ASSESSMENTS

Students who qualify for the alternate assessment will participate in the Dynamic Learning Maps alternate assessments in English language arts, mathematics, and science, as appropriate, for their current grade level<sup>1</sup>. If the student is also an English learner, they will also take Alternate ACCESS for ELLs.

**NOTE:** There is **no** alternate assessment at the 10<sup>th</sup> grade; students who qualify for the alternate assessments will not participate in PSAT 10. Students in the tenth grade who are also English learners will take the Alternate ACCESS for ELLs.

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<sup>1</sup>*Current Grade Level* is the grade level recorded in the Enrollment Census by the LEA. RIDE will register the student for all required tests at the grade level recorded in the Enrollment Census. Testing the student at any grade level other than what is in the Enrollment Census may result in test scores being invalidated. Additionally,

- If a student skips a grade level, the student **does not** make up tests for the skipped grade level.
- If a student retained in the same grade level, the student takes the tests for their current grade level **again**, even if the student took the test the previous year.

## ENGLISH LEARNERS

In addition to participating in the required content assessments (English language arts, mathematics, and science) for their current grade level<sup>1</sup>, students who are English learners and who are currently receiving, or are eligible for, services are expected to participate in either ACCESS for ELs or Alternate ACCESS for ELs.

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### WIDA SCREENER

Districts in Rhode Island use the online WIDA SCREENER to determine the English language proficiency of newly enrolling students identified as potential ELs. This screening tool is aligned to the WIDA English Language Development Standards and the ACCESS 2.0 for ELs. It produces a proficiency score that helps schools provide EL students with the most appropriate instruction for their English proficiency level.

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### FIRST-YEAR ENGLISH LEARNERS

Federal and state laws require that English Learner (EL) students are assessed annually to measure their proficiency in reading, writing, listening, and speaking English, as well as the progress they are making in learning English. In fulfillment of these laws, EL students in Kindergarten through 12<sup>th</sup> grade are required to participate in ACCESS for ELs testing while receiving EL program services at their school. Students who are eligible for services but whose families have declined (waived) services must also be assessed on ACCESS annually. Once they exit their EL program or reach designated exit criteria, they are no longer required to participate in ACCESS for ELs testing.

Students who enrolled in school in the U.S. *on or after* April 1, 2022 (who have been attending school for **less than one year**) are exempt from taking English language arts tests for one year but are still expected to participate in mathematics and science, as appropriate, for their current grade level<sup>2</sup>.

#### NOTES:

- If a First-Year student would like to take the English language arts and writing portions of the DLM, RICAS, PSAT 10, or SAT, they may do so. Parents will receive a score report for all content areas taken by the student, but the scores will not be used for accountability calculations.
- To ensure that RIDE correctly identifies all EL students correctly, the *Date 1st Enrolled in Any US School* field in the MLL Census must be accurate. Please see your district data manager to review that this field is correct and to make any necessary updates.

## HOMESCHOOLED STUDENTS

Homeschooled students may participate in any of state assessments for their current grade level<sup>1</sup> if the parents and school district have included participation in the state assessments in the student's homeschool plan.

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<sup>2</sup> *Current Grade Level* is defined as the grade level that is recorded in the Enrollment Census by the LEA. RIDE will register the student for all required tests at the grade level recorded in the Enrollment Census. Testing the student at any grade level other than what is recorded in the Enrollment Census may result in test scores being invalidated. Additionally,

- *If a student skips a grade level*, the student **does not** make up tests for the skipped grade level.
- *If a student retained in the same grade level*, the student takes the tests for their current grade level **again**, even if the student took the test the previous year.

Families should contact their local school district office to arrange participation. It is expected that home schooled students will come to a school within the district where they live to take the tests.

Information on registering homeschooled students for state assessments can be found in the *Registering Students for State Assessments* section of this handbook.

## PARTICIPATION IN PSAT 10 AND SAT SCHOOL DAY

Any student in the 10<sup>th</sup> and 11<sup>th</sup> grades who is enrolled in a public school in Rhode Island or who is tuitioned by a Rhode Island district to an outplacement school (either in Rhode Island or in another state), is expected to take the PSAT 10 or SAT during the test window published by RIDE. This means that:

- Scores from any date(s) other than what is listed in this handbook are not considered valid for state assessment purposes.
- Students who do not take the PSAT 10 or SAT within the test windows listed in this handbook will be considered non-participants for accountability purposes.
- If a student does not want their SAT scores from the state assessment administration to be shared with colleges or universities, they must complete the *Request to Cancel Scores* form found at [www.ride.ri.gov/sat](http://www.ride.ri.gov/sat).
- There are no alternate assessments at the 10<sup>th</sup> grade. Students who take the alternate assessments will not be assessed during their 10<sup>th</sup> grade year.
- First-Year English learner students: please see note above on first-year EL students being exempt from ELA, reading, and writing portions of the state assessments. However, first-year EL students may take the reading and essay portions if they want to.

## EXEMPTIONS FROM PARTICIPATING IN STATE ASSESSMENTS

There are two ways in which a student may be officially exempt from the state assessments:

1. They are a First-Year EL student so they are not required to take the ELA, reading, or writing sections of the academic tests for one year (*see above for more information*).
2. The student meets the criteria for a medical exemption (*see Appendix G*).

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## PARENT REFUSAL

Students who do not test due to parent refusal will be considered non-participants for accountability purposes. LEAs may have policies regarding handling parent refusals; however, RIDE expects all students in tested grades to participate in the state assessments for their current grade level either with or without accommodations. Any student without an approved medical exemption will be considered a non-participant for accountability purposes.

**NOTE:** Many of the online test platforms have options for schools and LEAs to indicate why a student didn't participate in the test. RIDE **does not** consider these valid or approved exemptions for testing. LEAs must follow the procedures for ensuring First-Year EL students and medical exemption requests are done correctly to ensure they are approved by RIDE. See sections above and the Medical Exemption section of this handbook for more information.

## PARTICIPATION REQUIREMENTS FOR LEAS AND SCHOOLS

Schools with students enrolled from Rhode Island are expected to administer the appropriate grade-level tests to those students.

The following types of schools are included in this policy: public schools that enroll students within Rhode Island, private schools educating students with disabilities within Rhode Island (outplacement schools), private schools outside of Rhode Island educating students from a Rhode Island LEA, and the Department of Children, Youth, and Families (DCYF) schools.

It is the responsibility of the LEA to work with any outplacement school to develop a testing plan for students. It is also the responsibility of the LEA to ensure that students attending outplacement schools have updated enrollment records, including accurate grade levels, to ensure they are registered for the correct tests.

The list below shows all the information RIDE provides to test vendors about schools. This information is compiled using the School Directory on the eRIDE system.

- |   |  |  |  |
|---|--|--|--|
| • LEA Name                              | • Phone and fax numbers                | • District (LEA) Test Coordinator name and email | • SSD Test Coordinator name and email* |
| • School Name                           | • Physical address of the school       | • School Test Coordinator name and email         | • AI Code*                             |
| • Technology Coordinator name and email | • District Data Manager name and email |  |  |

*\*This information is provided for schools administering the RI SAT School Day and PSAT 10.*

## HOW TO UPDATE YOUR SCHOOL INFORMATION

Please check to ensure that all information about your LEA and/or your school is accurate in the School Directory.

**Step 1:** Check your school information at [www.eride.ri.gov](http://www.eride.ri.gov), click on the School Directory link (left-hand menu).

**Step 2:** Use one of the options to make updates:

**Public Schools within Rhode Island:** Contact your district data manager.

**Outplacement and out-of-state schools:** Contact your school's data manager. If your data manager doesn't have access to the School Profile application in eRIDE, contact Mario Goncalves ([mario.goncalves@ride.ri.gov](mailto:mario.goncalves@ride.ri.gov), or 401-222-8968).

## PSAT 10 AND SAT ATTENDING INSTITUTION (AI) CODES

All schools administering the PSAT 10 and RI SAT School Day will need a valid six-digit AI code. The AI code connects student data to schools and is used on answer sheets and when returning testing materials.

For schools that have participated in previous College Board assessments, the AI code used for state testing is the same. Most test coordinators will receive email confirmation of their school's AI code in December. The AI Code that RIDE will provide to College Board is listed in the School Directory. If RIDE does not have an AI Code for your school, please contact Heather Heineke ([heather.heineke@ride.ri.gov](mailto:heather.heineke@ride.ri.gov) or 401-222-8493). Do not call the

College Board help desk because these tests are part of the RI State Assessment Program and operate differently than a Saturday administration.

**NOTE:** The one exception to using your school's AI Code is when a homeschooled student takes the RI SAT School Day or the PSAT 10. All homeschooled students should use **970000** as their AI Code on the Student Answer Sheet.

## OUTPLACEMENT SCHOOLS AND OUT-OF-STATE SCHOOLS

It is the expectation that any outplacement school, either in or outside of Rhode Island, will administer Rhode Island's state assessments to any student tuitioned to that school.

Responsibilities of the outplacement school:

- Stay up to date on testing policies and procedures for the tests your school will administer. Make sure you are part of the Assessment Listserv ([assessment@ride.ri.gov](mailto:assessment@ride.ri.gov) to join) and attend or view the recordings of the Monthly Test Coordinator webinars ([www.ride.ri.gov/tc](http://www.ride.ri.gov/tc)).
- Ensure that all school staff administering the tests receive the required training.
- Ensure your school's contact information is updated in the School Directory.
- Confirm the grade level with the sending LEA. Any disagreements between the LEA and school about the student's current grade level must be sorted out between them. RIDE cannot determine which grade level the student is in.
- That students are registered for the appropriate grade level tests. If they are not registered for the right grade level tests, contact the sending LEA.

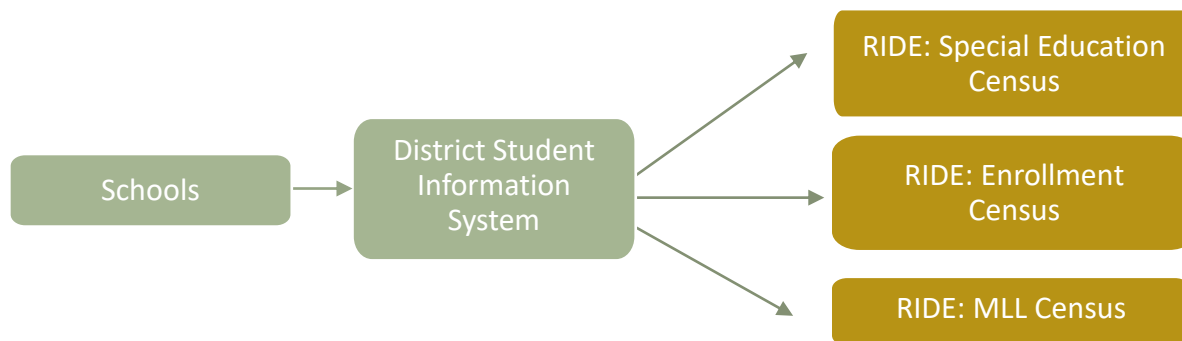
Responsibilities of the LEA:

- Confirm that the grade levels are accurate and the students have the proper enrollment codes and active enrollment records in the Enrollment, LEP, and Special Education Censuses, as applicable.
- Confirm that the outplacement school code is accurate in the Special Education Census.
- Confirm the dates the student will take the required tests to ensure they fall within the testing window.
- Confirm any accommodations or other test supports needed by the student.
- Ensure that copies of the Individual Student Reports are given to each outplacement school to keep for their records.
- Ensure that a copy of the Individual Student Report is sent home to the student's family.

## STUDENT REGISTRATION AND DATA

For all the assessments in this handbook, RIDE prepares, checks, and uploads the student data registration. To ensure that the data RIDE uploads is correct, it needs to be accurate when provided to RIDE by the district/LEA. It is important to remember that RIDE does not have the ability to change any of the data we receive from districts.

Below is a diagram of how RIDE receives data from the districts. Each district has a Student Information System (SIS) in which they gather and store student data. Most districts in Rhode Island use an automatic link to RIDE that transmits the necessary student data on a regular basis to each of the three main RIDE databases (Special Education Census, Enrollment Census, and MLL Census). Some districts download templates and then upload the student data manually into each RIDE system. Whichever method is used by the district, transmitting accurate and up-to-date information is essential for accurate student rosters, accountability, growth, and state funding calculations.



## CREATING STUDENT REGISTRATION FILES

Registration files are created using the Enrollment Census and the Special Education Census.

- **Enrollment Census:** student enrollment records must be active and the grade level must be accurate. **NOTE:** Student enrollment records for students attending outplacement schools are the responsibility of the sending district. Please ensure all student records for outplacement students are active, have the correct grade level, and the correct school designation. Please ensure that if a student leaves your school or district during or at the end of the school year, that the appropriate exit code is used, an exit date is entered, and the student is *not* marked 'inactive' for that school year – this is especially important if the student has participated in the state assessments.
- **Special Education Census:** students taking the alternate assessments should have the Assessment Accommodations code of 3 (alternate assessment) or they will not be included in the student registration file.
- **Students taking the PSAT 10:** RIDE will use the *Enrollment Census* data to identify 10<sup>th</sup> grade students eligible for the PSAT 10. RIDE will use the *Special Education Census* to identify any 10<sup>th</sup> grade student identified for the alternate assessment (even though there is no alternate assessment at this grade level) and remove them from the registration file for the PSAT 10. **Please make sure that all 10<sup>th</sup> grade students eligible for the alternate assessment have a code of 3 (alternate assessment) in the IEP Census.**

## TIMELINE FOR STUDENT REGISTRATION

RIDE develops a timeline for registering students for each assessment. That timeline can be found at [www.ride.ri.gov/tc](http://www.ride.ri.gov/tc). It is important that district test coordinators, special education directors, and EL directors work with their district's data managers to ensure that accurate student information is entered into the district's student information system.

## CUT-OFF DATES FOR STATE ASSESSMENT REGISTRATION

There are no cut-off dates for registering for any state assessment. However, students who arrive to school during the testing window may still be tested if there is enough time in the testing window to add the student to the online test platform or obtain paper test materials, if necessary.

## UPDATED FOR 2023: MID-YEAR GRADE LEVEL CHANGES

Students who change grade levels during the school year are expected to participate in the tests for their current grade level *after the date of the grade change*. **It is vital that enrollment records are kept up to date to ensure that students are registered for the correct test.** The general rule is that students will be expected to participate in the state assessment for their grade level as it is recorded in the Enrollment Census. See below for specific examples and actions to take.

- **Grade level changes before the test window begins:** Update the Enrollment Census, Special Education Census, and MLL Census, as necessary, and plan to test the student in the new grade level. Example: a student moves from 10<sup>th</sup> to 11<sup>th</sup> grade in February and the SAT is given in April. Result: that student will be expected to take the SAT, *not* the PSAT 10.
- **Grade level changes during the test window:** Student should take the test(s) for their original grade level. Example: if a student goes from 5<sup>th</sup> to 6<sup>th</sup> grade during RICAS testing, the student takes the RICAS 5<sup>th</sup> grade math and ELA tests and the NGSA.
- **Off grade-level testing:** Off grade level testing occurs when a school tests a student at a grade level other than what is provided to RIDE in the Enrollment Census. Testing students off grade level is a testing irregularity that may result in invalidation of test scores and students being included as non-participants for all reporting purposes.
  - **NOTE on PSAT and SAT:** Students *cannot be moved* to another grade level to participate in the PSAT or SAT unless it is for one of the following reasons:
    - The number of credits a student earned moved them from one grade to the next *before* the state testing window.
    - There was a mistake in the grade level reported to RIDE and the error is being corrected (see *Common Data Errors* below).

## COMMON DATA ERRORS

1. **Inaccurate Grade Level:** Student test scores may be invalidated because they were tested at the wrong grade level. For example, if a student's grade level in the Enrollment Census is grade 3 but the student was tested at grade 5, this is testing off-grade level and could result in invalidating test scores.
2. **Closed Enrollment Status:** When a student's status in the Enrollment Census is closed (or inactivated), then the student will not be "picked up" when RIDE creates the student registration files, or when RIDE processes files for student results after the testing window has closed. This often occurs for students attending outplacement schools and home-schooled students who participate in the state assessments, or students who leave a school or district.
  - **Outplacement Schools** must contact the sending district to ensure that the student has the correct grade level and that their enrollment status is active or RIDE will not be able to register

students for the correct tests. **NOTE:** disputes about grade level must be resolved by the LEA and the outplacement school. RIDE will not resolve grade level issues.

3. **Inaccurate coding of accommodations in the Special Education Census:** To create student rosters for the alternate assessment, RIDE uses the Special Education Census and the Enrollment Census. The Special Education Census accommodations designation Alternate Assessment must have the code 3 selected. Any other code (1 or 2) means that the student takes the general education assessment. This information is cross-referenced with the Enrollment Census to make sure the student is actively enrolled. If not, the student is dropped from the registration file and not registered for the assessment.

## REGISTERING HOMESCHOOLED STUDENTS

**Homeschooled Students:** Homeschooled students may participate in any state assessment, free of charge. However, for RIDE to properly register them and to ensure that LEAs are not held accountable for the results, districts must do the following:

- have a valid SASID
- have a current and active enrollment record in the Enrollment Census
- have the enrollment code *H* (home schooled)
- enrolled in the LEA's 190 school

**NOTE:** If an LEA does not follow the list above, the LEA and/or the school where the student tested may be held accountable for the student's scores because RIDE will not be able to identify that the student is homeschooled and remove the score. It is the LEA's responsibility to ensure that the data provided to RIDE is accurate.

## REGISTERING STUDENTS FOR THE ACCESS ASSESSMENTS

District data from the MLL Census and Enrollment Census are used to create student registration files. Only students designated as active in the Enrollment Census will be included in the registration file. It is important that all student data is accurate and have an active enrollment status.

## CONFIRMING OUTPLACED STUDENT ENROLLMENT

Students enrolled in schools either in or outside of Rhode Island are required to participate in the state assessments for their grade level. It is the responsibility of the sending LEA to ensure student data is accurate. If the student information is inaccurate, the student will not be registered for the correct test(s).

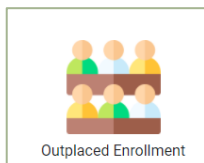
To facilitate accurate enrollment data, RIDE created two reports to help outplacement schools and LEAs ensure that student enrollment data is accurate. One report, *Outplaced Enrollment*, is for outplacement schools, and the other, the *Outplaced Student Report*, is available to LEAs. Details of each are below.



## OUTPLACED ENROLLMENT APPLICATION

This application is *only* for outplacement school administrators. To use it, administrators must have a RIDE Portal account. All administrators will be verified before RIDE assigns this application. If your school administrator needs access to this report, please contact the assessment office at [assessment@ride.ri.gov](mailto:assessment@ride.ri.gov). Follow these steps to access the application:

1. Log in to the RIDE Portal: <https://portal.ride.ri.gov/Account/Login>
2. Click on *All Applications* on the left-hand side of the screen.
3. Click on *Outplaced Enrollment* application:
4. Select the School Year.



### Screenshot of Enrollment Application:

This column indicates if the student will take the alternate assessment.

This column will show the student's MLL status.

Outplacement schools will be able to see students by sending LEA.

Students				Reports			
District: <input type="text"/>	School: <input type="text"/>						
School	SASID	Student Name	Grade	Alt Assessment	MLL	Start Date	Exit Date
Achievement First Rhode Island							
Bradley School North(08303)			04	N	N	08/26/2021	
Bradley School North(08303)			04	N	N	08/26/2021	
Bradley School North(08303)			05	N	Y	08/26/2021	
Blackstone Valley Prep, A RI Mayoral Academy							
Bradley School North(08303)			01		N	08/30/2021	
Bradley School North(08303)			03		N	09/30/2021	
Bradley School North(08303)			04		N	08/30/2021	
Bradley School North(08303)			06		N	08/30/2021	
Bradley School North(08303)			KF		N	12/15/2021	
Burrillville							
Bradley School North(08303)			04	Y	N	09/07/2021	
Bradley School North(08303)			04		N	09/07/2021	
Central Falls							
Bradley School North(08303)			05		N	08/27/2021	

## OUTPLACED STUDENT REPORT

This report is for Rhode Island public school district administrators and can be accessed through the Enrollment Census application in eRIDE. All administrators will be verified before RIDE gives access to the Enrollment Census. If your school administrator needs access to this report, please contact the assessment office at [assessment@ride.ri.gov](mailto:assessment@ride.ri.gov). Follow these steps to access the report:

1. Log in to eRIDE.
2. Click on the Enrollment Census application icon:



3. Use the screen shot below to find and run the report.

**Step 1:** Select *Outplaced Student Report* from the *Report Types* dropdown menu.

**Step 2:** Click *Administration* to view list of students being outplaced from your district.

Submit Data | Duplicates | Check Demographics | | Export All | Grade Config | Errors | Sch. Calendar | TCS Data | Ad

**Instructions**

Click on 'Report' to view and print a summary report. Click on the name of a school or district for a student list. Totals are **colored in red** to indicate that the numbers are substantially different from their 5-year averages.

Reports Last Updated: 1/13/2022 10:41:20 AM

**Report Types**

- Outplaced Student Report
- Submission Report
- Absence Excused
- Absence Un-excused
- Absenteeism
- ADA - State Calculated
- ADM - State Calculated
- CTE Concentrators Report
- CTE Participants Report
- Dropouts Report
- Early Dismissal
- EIS Report
- Graduates Report
- Homeless Report
- Outplaced Student Report
- PLP Report
- RADM - State Calculated
- Retention Report
- Snapshot Report
- Student Contact
- Student Mobility

**Outplaced Student Report: Students Outplaced by District - YTD**

Code	District/School Name	Summary	Total	Baseline	Last Up
21	Newport	Report	20	42	1/12/2022
21106	Frank E. (05-08)	Report	0	0	
21107	Claiborne Peli (PK-04)	Report	0	0	
21111	Rogers High (09-12)	Report	0	0	
21190	Administration (PK-12)	Report	20	42	1/12/2022

Contact For help: Administration Services, 255 Westminster Street, Providence, RI 02903. For more information, please submit a ticket to the help desk.

## TECHNOLOGY REQUIREMENTS

Each test has different technology requirements. Technology Coordinators should visit [www.ride.ri.gov/assessment-manuals](http://www.ride.ri.gov/assessment-manuals) for information on these requirements.

## ACCOMMODATIONS POLICIES FOR STATE ASSESSMENTS

All allowable accommodations and state policies and procedures are included in the *Accommodations and Accessibility Features Manual* posted at [www.ride.ri.gov/accommodations](http://www.ride.ri.gov/accommodations).

## DESCRIPTIONS OF ASSESSMENTS

### ACCESS FOR ELS

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#### FULL NAME OF ASSESSMENT:

Assessing Comprehension and Communication in English State-to-State for English Learners

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#### GRADES ASSESSED:

Kindergarten through grade 12

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#### CONSORTIUM OR VENDOR INFORMATION:

WIDA is a consortium of 41 states, territories and federal agencies dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. The ACCESS for ELS was developed by the Center for Applied Linguistics in collaboration with the WIDA Consortium and is headquartered at the University of Wisconsin, Madison.

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#### FEDERAL REQUIREMENTS/ACCOUNTABILITY:

Federal and state laws require that English Learner (EL) students are assessed annually to measure their proficiency in reading, writing, listening, and speaking English, as well as the progress they are making in learning English. In fulfillment of these laws, EL students in kindergarten through 12<sup>th</sup> grade are required to participate in ACCESS for ELS testing while receiving EL program services at their school. Students who are eligible for service but whose families have declined (waived) services must also be assessed on ACCESS annually. Once they exit their EL program or reach designated exit criteria, they are no longer required to participate in ACCESS for ELS testing.

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#### ASSESSMENT PURPOSE AND OVERVIEW:

**Purpose:** The purpose of ACCESS for ELS is to assess the developing English language proficiency of English language learners (ELs) in Grades K–12. The assessment data and results are used to determine the English language proficiency level of students; to inform classroom instruction and assessment; to aid in programmatic decision-making; and to provide data for meeting federal and state requirements with respect to student assessment.

**Standards and Test Design:** ACCESS for ELS tests are based on the WIDA (World-Class Instructional Design and Assessment) English Language Development standards and are criterion-referenced English language proficiency tests designed to measure students' social and academic proficiency in English associated with the arts, mathematics, science, and social studies across the four language domains of speaking, listening, reading, and writing.

The listening and reading sections consist of multiple-choice questions. The writing and speaking sections are made of performance tasks that are scored according using rubrics. The listening, speaking, reading, and writing sections can be group-administered online and are centrally scored by the vendor.

**Proficiency or Achievement Levels:** The ACCESS for ELs series spans six grade level clusters and six proficiency levels. The grade level clusters are Kindergarten, Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, and Grades 9-12. The six proficiency levels are:

1. Entering (Level 1)
2. Emerging (Level 2)
3. Developing (Level 3)
4. Expanding (Level 4)
5. Bridging (Level 5)
6. Reaching (Level 6)

**Using Data and Test Results:**

1. to determine the English language proficiency level of students;
2. to inform classroom instruction and assessment;
3. to aid in programmatic decision-making;
4. to provide data for meeting federal and state requirements with respect to student assessment.

## ALTERNATE ACCESS FOR ELS

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### FULL NAME OF ASSESSMENT

Alternate Assessment of Comprehension and Communication in English State-to-State for English Learners

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### GRADES ASSESSED

Grades 1 - 12

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### CONSORTIUM OR VENDOR INFORMATION

WIDA is a consortium of 41 states, territories and federal agencies dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. The ACCESS for ELs was developed by the Center for Applied Linguistics in collaboration with the WIDA Consortium and is headquartered at the University of Wisconsin, Madison.

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### FEDERAL REQUIREMENTS/ACCOUNTABILITY

Federal law requires all students identified as English learners be assessed annually for English language proficiency. This includes students who require special education services under the Individuals with Disabilities Education Act (IDEA). Alternate ACCESS is individually administered and is intended only for English learners with significant cognitive disabilities and who meet the Rhode Island eligibility criteria for alternate assessment. Alternate ACCESS is not intended for ELs who can be provided with accommodations on ACCESS for ELs.

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### ASSESSMENT PURPOSE AND OVERVIEW

**Purpose:** The purpose of ALTERNATE ACCESS for ELs is to assess the developing English language proficiency of English language learners (ELs) who also qualify for the alternate assessments. The assessment data and results are used to determine the English language proficiency level of students; inform classroom instruction and assessment; aid in programmatic decision-making; and provide data for meeting federal and state requirements with respect to student assessment.

**Standards and Test Design:** Alternate ACCESS for ELs aligns with the WIDA Alternate English Language Proficiency (alternate ELP) levels. These levels were designed to expand upon Level P1 - *Entering*, by increasing the sensitivity of the measure for students who have significant cognitive disabilities. The alternate ELP levels give students a chance to demonstrate progress within Level P1 - Entering.

Test items are written from AMPIs (Alternate Model Performance Indicators) and MPis (Model Performance Indicators) from four of WIDA's English Language Development (ELD) standards:

1. Social and Instructional Language
2. Language of Language Arts
3. Language of Mathematics
4. Language of Science

**Proficiency/Achievement Levels:** [Alternate Model Performance Indicators \(AMPs\)](#) provide expectations of what students should be able to process and produce at a given Alternate ELP level. AMPs were developed for each language domain, standard, and grade-level cluster:

1. language function (e.g., indicate, match, locate),
2. example topic (e.g., text elements), and
3. form of support (e.g., sensory, graphic, interactive).

## DYNAMIC LEARNING MAPS (DLM) ALTERNATE ASSESSMENTS

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### GRADES ASSESSED

English language arts and mathematics: grades 3 - 8 and 11

Science: grades 5, 8, and 11

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### CONSORTIUM OR VENDOR INFORMATION

Rhode Island joined the DLM consortium of 20 other states.

The DLM assessments are developed by the University of Kansas and the consortium of states.

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### FEDERAL REQUIREMENTS/ACCOUNTABILITY

- Alternate assessment results will be combined with general assessment results to produce accountability determinations for districts and schools.
  - Participation results are also calculated for ELA and mathematics by district and school.
  - ESSA requires that states calculate how many students are determined eligible by district to ensure that the 1% cap is not exceeded.
- 

### ASSESSMENT PURPOSE AND OVERVIEW

The purpose of the Dynamic Learning Maps (DLM) assessments is to measure students' knowledge and skills of state academic content standards in mathematics, English language Arts, and science. DLM is designed for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. DLM assessments offer these students a way to show what they know and can do in mathematics, English language arts, and science.

DLM assessments also help parents and educators establish high academic expectations for students with significant cognitive disabilities. Results from DLM assessments support interpretations about what students know and can do. Results can inform teachers' instructional decisions while also meeting statutory requirements for reporting student achievement as required by state accountability programs.

#### **Assessment Design:**

The Dynamic Learning Maps team uses a cyclical, multi-step process to develop assessments. DLM assessments are delivered as "testlets" – short, instructionally relevant groups of items that share a common context. DLM testlets are developed using principles of evidence-centered design by subject-matter experts with additional expertise in instruction for students with significant cognitive disabilities.

Test items go through multiple rounds of review by DLM staff, internal item reviewers, editors, and educators in DLM states, who serve as external reviewers. Reviewers are carefully trained to look for potential problems with the items' academic content and accessibility, as well as to identify potential bias or sensitive topics in the items.

After testlets are reviewed, they are field tested in DLM states. Testlets that meet certain standards after field testing can then be included in DLM assessments.

**Standards and Content:**

The DLM Alternate Assessment System helps educators facilitate student success by illustrating the interrelation among the knowledge, skills, and understandings necessary to meet academic content standards in a **learning map model**. The learning map model plots out individual concepts in nodes, and the connections among these nodes show the multiple ways that students’ knowledge, skills, and understandings develop over time.

By examining the learning map model and the relationships between its nodes, educators can uncover reasons a student may be struggling with a particular concept and also see paths ahead for that student to continue to expand their knowledge and skills.

To connect the model’s extensive content to real-world expectations for students, certain nodes within the model are associated with **Essential Elements (EEs)**. EEs are specific statements about what students should know and be able to do. They are linked to grade-level-specific expectations described in college- and career-readiness standards for students in the general population, and they provide a bridge between those standards and academic expectations for students with the most significant cognitive disabilities.

**Assessment Administration**

Dynamic Learning Maps assessments are delivered online through the Kite Student Portal. Member states choose from one of two models of assessment: integrated and year-end. Rhode Island will administer the year-end assessments.

In the year-end model, all students are assessed each spring, with all students in a particular grade being assessed on the same Essential Elements. Additionally, educators have the option to use instructionally embedded assessments during the year available through the Kite system.

Both models of assessment employ adaptive testlets in the spring. In adaptive testing, students receive testlets of varying difficulty depending on their previous answers.

**Test Time**

English Language Arts:	70-90 minutes
Mathematics:	35-60 minutes
Science:	45-135 minutes

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**ACCESSIBILITY**

DLM assessments are designed to maximize accessibility. During assessment administration, students have access to accessibility tools and supports that can be customized to the student’s needs and preferences. Some of these tools and supports are delivered through the online assessment system while others are provided outside the system, by the teacher. Decisions about the use of these tools and supports are made for each student with input from an Individualized Education Program (IEP) team.



## NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

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### GRADES ASSESSED

Grades 4, 8, and 12

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### CONSORTIUM OR VENDOR INFORMATION

The NAEP program is developed and administered by the National Center of Education Statistics (NCES), part of the U.S. Department of Education.

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### ASSESSMENT PURPOSE AND OVERVIEW

NAEP is the largest continuing and nationally representative assessment of what our students know and can do in various subjects. Rhode Island administers the Reading, Mathematics, and Science assessments.

NAEP's main goal is to measure student achievement and report change in performance over time. NAEP provides results for states and the nation but does not provide scores for schools, classrooms, or individual students. NAEP only reports results at the state-level and for selected urban districts. Results are disaggregated by race/ethnicity, gender, SD/EL status, and participation in the National School Lunch Program.

#### **School Selection Criteria:**

Participation in NAEP mathematics and reading in grades 4, 8, and 12 is mandatory for states receiving Title I funds pursuant to federal law. While NAEP is voluntary for students, school participation remains mandatory for selected public schools in Rhode Island per state law. Given that stakeholders across the education spectrum rely on NAEP results to guide their decisions at all levels, it is important that all selected students participate so that results are accurate and reliable for all subjects and grades.

NAEP is given in a sample of schools whose students reflect the varying demographics of a specific jurisdiction, be it the nation, a state, or a district. The selection process for schools uses a stratified random sampling design to create a list from which the schools are sampled. This list considers specific criteria such as school location, demographic composition, and a prior measure of achievement to group schools so that a representative sample of students can be drawn.

Although NAEP is administered to a sample of schools in each state, most elementary and middle schools in Rhode Island participate in NAEP by virtue of our relatively small student population and our small number of schools. Elected officials, policymakers, educators, and other stakeholders all use NAEP results to develop ways to improve education and to confirm results on state assessments. Therefore, participation is vital before information about the performance of Rhode Island students can be collected and shared.

The probability of a school being selected is calculated based on the size of its enrollment in relation to the size of the state's student population. Therefore, schools with large enrollments will be selected more frequently than smaller ones. For more information about NAEP's sampling design, you may refer to this [Fact Sheet](#).

## **Test Administration**

Each student spends up to 90 minutes for the entire administration, which includes taking a background questionnaire on students' educational experiences. Some specialized assessments, such as the hands-on science tasks or computer-based assessments, may require up to 120 minutes to complete.

## PSAT 10

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### GRADE ASSESSED

Grade 10

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### CONSORTIUM OR VENDOR INFORMATION

The PSAT 10 is developed and scored by College Board.

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### FEDERAL REQUIREMENTS/ACCOUNTABILITY

The PSAT 10 is part of the Rhode Island State Assessment Program and is required for all 10<sup>th</sup> grade students. The PSAT 10 will be used for accountability purposes, specifically for student growth calculations.

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### ASSESSMENT PURPOSE AND OVERVIEW

The PSAT 10 assesses the same knowledge and skills as the SAT School Day. On the assessment, students will encounter:

- Emphasis on reasoning alongside a clearer, stronger focus on the knowledge and skills that are most important for college and career readiness and success.
- Emphasis on the meaning of words in a variety of contexts and on how word choice shapes meaning, tone, and impact.
- Focus on math that matters most, including problem solving, data analysis, algebra, and advanced mathematical concepts.
- Rights-only scoring (a point for a correct answer but no deduction for an incorrect answer; blank responses have no impact on scores).

#### Test Time

Test Name	Actual Test Time	Administration Activities Time	Total Time
PSAT 10	3 hours and 50 minutes	50 minutes (approximately)	4 hours and 40 minutes

## RHODE ISLAND NEXT GENERATION SCIENCE ASSESSMENT (NGSA)

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### GRADES ASSESSED

5, 8, and 11

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### CONSORTIUM OR VENDOR INFORMATION

Rhode Island and Cambium Assessment, Inc. develop and administer this assessment.

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### FEDERAL REQUIREMENTS/ACCOUNTABILITY

- State, district, and school-level data and results are released to schools and to the public.
- Student-level reports are produced and shipped to districts. Districts must mail these reports to parents and guardians.
- Participation calculations are released to the public.

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### ASSESSMENT PURPOSE AND OVERVIEW

The purpose of the RI NGSA is to assess students' knowledge and practices of the Next Generation Science Standards (NGSS). The NGSA is a criterion-referenced test designed to yield overall and discipline-level test scores at the student level and other levels of aggregation that reflect student achievement. The Next Generation Science Standards (NGSS) establish a set of knowledge and skills that all students need to have to be prepared for a wide range of high-quality post-secondary opportunities, including higher education and the workplace. The NGSA supports instruction and student learning by providing valuable feedback to educators and parents, which can be used to form instructional strategies to remediate or enrich instruction. An array of reporting metrics are provided so that achievement can be evaluated at the student, school, district, and state levels as well as among certain groups over time.

#### **Standards and Test Design:**

- **Standards:** Next Generation Science Standards (NGSS)
- **Test format:** Online. Two sessions.
- **Item types:** Technology-enhanced items with interactive student-generated responses and multiple choice or multiple select responses. Mostly interrelated item clusters, some standalone items.

**Scale Score:** Students will receive a scale score between 1 and 120.

**Achievement Levels:** How well a student met grade level expectations. There are four achievement levels.

1. Beginning to Meet Expectations
2. Approaching Expectations
3. Meeting Expectations
4. Exceeding Expectations

**Performance Level by Science Discipline:** How well a student performed in each of the three domains of science (Life Sciences, Physical Sciences, and Earth and Space Sciences). A student will receive one of the following levels per discipline:

1. Below Mastery
2. At/Near Mastery
3. Above Mastery

## RHODE ISLAND COMPREHENSIVE ASSESSMENT SYSTEM (RICAS)

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### GRADES ASSESSED

Grades 3 -8

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### CONSORTIUM OR VENDOR INFORMATION

Cognia is the vendor for RICAS, as well as for Massachusetts's ELA and Math MCAS.

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### FEDERAL REQUIREMENTS/ACCOUNTABILITY

RICAS assessments are administered to fulfill testing requirements of the Federal Every Student Succeeds Act (ESSA), which requires annual assessments in English language arts and mathematics for students in grades 3-8. In Rhode Island, all students in grades 3-8 are expected to participate in RICAS English language arts and mathematics testing unless they are eligible for the alternate assessments.

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### ASSESSMENT PURPOSE AND OVERVIEW

The RICAS is Rhode Island's state assessment program in English language arts and mathematics at grades 3–8, designed to meet the federal requirements of the Every Student Succeeds Act (ESSA). In addition to fulfilling ESSA assessment requirements, the specific purposes of the RICAS tests are (1) to provide information to parents/guardians and students on Rhode Island student achievement on the state's English language arts and mathematics content standards, (2) to provide information to support program evaluation and improvement at the school and district level, and (3) to provide academic achievement and growth information used as part of the state's school accountability program to inform parents/guardians and the public about the performance of Rhode Island schools.

#### ***English Language Arts Assessments***

The RICAS English language arts assessment asks students to read literary and informational texts as well as to write effectively when analyzing text. It is comprised of two sessions for students in grades 3-8. Within each session, students will read either a single text or a pairing or tripling of texts and then answer questions associated with the texts. Students will be expected to write a short response or essay associated with the texts.

#### **Sessions/Testing Time for English Language Arts**

Session 1: 120-150 minutes recommended testing time

Session 2: 90-120 minutes recommended testing time

#### ***Mathematics***

The RICAS mathematics assessment is designed to provide information about students' readiness for the next grade and being on track for college and career. RICAS places an emphasis on the interaction between the content standards and the standards for mathematical practice. Students encounter real-world and mathematical problems that require them to demonstrate conceptual understanding, application, and procedural fluency as well as the ability to reason, justify, and communicate with sound mathematical language. Each grade level assessment is comprised of two sessions and contains an assortment of item types including

selected response, short answer, constructed response, and technology enhanced items. All sessions for grades 3 through 6 are non-calculator, while grades 7 and 8 each have one non-calculator session and one calculator session.

**Test Times for Mathematics**

Session 1 and Session 2: 90 minutes recommended testing time per session

## RI SAT SCHOOL DAY

### FULL NAME OF ASSESSMENT

RI SAT School Day

### GRADE ASSESSED

Grade 11

### CONSORTIUM OR VENDOR INFORMATION

The RI SAT School Day is designed and scored by College Board.

### FEDERAL REQUIREMENTS/ACCOUNTABILITY

The SAT assessments are administered to fulfill testing requirements of the Federal Every Student Succeeds Act (ESSA), which requires annual assessments in English language arts and mathematics for students in grades 3-8 and high school. In Rhode Island, all students in grades 11 are expected to participate in SAT School Day English language arts and mathematics testing unless they are eligible for the alternate assessments.

**NOTE:** Students eligible for the alternate assessments will take the DLM Alternate Assessments in the 11<sup>th</sup> grade.

### ASSESSMENT PURPOSE AND OVERVIEW

The SAT includes a Reading Test, Writing and Language Test, and a Math Test. SAT questions focus on skills that matter most for college readiness and success, according to the latest research. The SAT has a college and career readiness benchmark. This benchmark indicates a 75% likelihood of achieving at least a C in first-semester, credit-bearing college courses in related subjects and course work. The SAT benchmarks are designed to reflect whether a student has a high likelihood of being successful in subject-specific first-semester courses. This benchmark was adopted by Rhode Island as its proficiency benchmark.

While taking the SAT, students will encounter:

- Emphasis on reasoning alongside a clearer, stronger focus on the knowledge and skills that are most important for college and career readiness and success.
- Emphasis on the meaning of words in a variety of contexts and on how word choice shapes meaning, tone, and impact.
- Focus on math that matters most, including problem solving, data analysis, algebra, and advanced mathematical concepts.
- Rights-only scoring (a point for a correct answer but no deduction for an incorrect answer; blank responses have no impact on scores).

### Test Time

Test Name	Actual Test Time	Administration Activities Time	Total Time
SAT	3 hours	40 minutes (approximately)	4 hours and 40 minutes

## APPENDIX A: TECHNOLOGY SKILLS FOR COMPUTER-BASED ASSESSMENTS

Writing skills with digital tools begin in grade 1 with support; others begin in grade 3 (unless otherwise noted); complexity varies by grade.

Skills	Examples and notes
<b>General navigation skills</b>	
Using navigation buttons	Login, logout, username, password, save, resume, quit
Pointing and selecting	Single-click/double-click/right-click/click-and-drag/highlight text/move mouse pointer
Browsing tabs and windows	Distinguish between tabs and windows (dialogue boxes); open/close/select/switch
Keyboarding	Identify, locate, use letter, number, and punctuation keys to enter characters; use special keys (e.g., enter/return, spacebar, delete, backspace, tab, number pad, etc.)
Scrolling	Scroll horizontally and vertically, within and across pages or screen views
Audio player	Launch, start, stop, pause; move to a specific point on a page (only students with text-to-speech will have an audio component in 2018)
Magnifying/zooming	Enlarge the screen or a portion of the screen
Switching to streamline mode (NGSA)	Click on arrow to expand either left or right side of screen.
<b>Accessibility and accommodations</b>	
Pop-up glossary	Launch, locate a word and its definition, close
Changing colors	Alter background or text color
Listening to content onscreen	Use a text-to-speech (TTS) reader to hear content
Masking answers	Reduce the visible response options to a test item
<b>General answering</b>	
Inputting text	Use finite space (or a text box that scrolls as you type) to respond to constructed response and fill-in-the-blank test items
Eliminating answer choices	Strikethrough and other options for eliminating answer choices
Using line readers/guides	Use a digital line reader/guide to aid in reading text onscreen
Dragging and dropping	Distinguish between instances when an answer option can be used only once or can be dragged and dropped multiple times.
Selecting hot spots	Click certain areas of a picture/diagram to reveal more information or provide answer choices
Selecting from drop-down menus	Use a drop-down menu to make a selection
Highlighting text	Use a pointing device (such as a mouse) to highlight text
Extracting text	Highlight and drag and drop text in a specific location
Word processing	Basic features (e.g. font, size, bold, italics, underline, bulleting), spell checker (only available for students with an accommodation)
Understanding simulations	Analyze a topic or solve a problem by consulting several kinds of stimuli or media within a single test item (e.g., graph + passage)
<b>Math and Science tools</b>	
Manipulating points/shapes/bars	Work with picture and bar graphs; click, drag, resize, rotate, invert



Skills	Examples and notes
Manipulating points/lines	Draw lines of symmetry on shapes by selecting two end points; work with function graphs (beginning in <b>grade 5</b> )
Using slide bars/clicking	Using slide bars and/or clicking to plot points on interactive number lines
Manipulating fraction models	Highlight sections; change the number of sections
Rotating digital objects	Rotate objects (beginning in <b>grade 8</b> )
Using legends/keys	Use legends and keys (e.g., reference sheets) to assist in responding to a test item
Solving problems using equation editor	Use an online (preferably HTML-based) equation editor. There is a tutorial on PearsonAccess <sup>Next</sup> specifically for the equation editor.
Using onscreen rulers	Use an onscreen ruler to measure inches (1/4 in. in grade 3; 1/8 in. <b>grades 4 and 5</b> ) and centimeters (beginning in <b>grade 6</b> )
Using calculators	Use an on-line and/or hand-held calculator (4-function with square root beginning in <b>grade 7</b> ; scientific calculator beginning in <b>grade 8</b> )

## APPENDIX B: REPORTING A TEST IRREGULARITY FORM

Follow these steps to report a test irregularity for any Rhode Island state assessment. This section provides additional details regarding how/what information to collect, a table of general test irregularities and steps to follow, and an example of the form to be used (following page). RIDE recommends using the editable version of the Test Irregularity Form posted at [www.ride.ri.gov/TC](http://www.ride.ri.gov/TC).

1. All test irregularities must be reported immediately by the Test Administrator to the School Test Coordinator.
2. The School Test Coordinator must collect any information and/or documentation and promptly inform the LEA or District Test Coordinator. Please ensure you have the following information available:
  - a. Description of what happened. This may include, as relevant, text(s) sent by the test administrators involved, notes from verbal communications about the incident, emails or help desk tickets/receipts.
  - b. Names and number of students affected by the irregularity, including content area, grade level(s), their testing location(s), and the test administrator(s) involved.
  - c. What (if any) steps have been taken by the test coordinator and/or test administrator(s) to resolve the incident.
3. The LEA or District Test Coordinator must contact Phyllis Lynch, Director, Office of Instruction, Assessment, and Curriculum at 401-222-4693 to discuss the incident and provide any documentation, as necessary.
  - a. Make sure to have on hand the information provided by the school test coordinator about what happened, the number of students involved, and what (if any) steps have been taken to resolve the situation.
4. The Office of Instruction, Assessment, and Curriculum will inform the local LEA/District if it is required to submit a formal investigation report of the irregularity to RIDE with the Test Irregularity Form.
  - a. If multiple students for the same content level and grade are affected, please list them within the same form or include their information on a separate page.
  - b. Reminder: *Never* email a completed Test Irregularity Form.

5. **For PSAT 10 and SAT**, the procedures in the Test Coordinator Manuals for reporting irregularities must also be followed.

**Examples of Test Irregularities** and general recommendations are described in the table below. Always review the test coordinator manual for steps and processes specific to that assessment's procedures or platforms.

<b>Irregularity</b>	<b>General Recommendations / Information Needed</b>
Missing / incorrect accommodation	TA should have the student stop testing and note how long the student has been working and how many items completed (approximate). Depending on how many items completed, the student may need to retake the session with the correct accommodation. Follow up with RIDE as soon as possible.
Technology issue during testing	Students not affected should continue testing normally. Review the TCM/manuals for the assessment for how to troubleshoot technology issues, then contact that assessment's help desk for technical support.
Testing interruption	<p>If an individual student needs to stop testing (e.g., becomes ill, needs to be removed from the classroom), students not affected should continue testing normally. For test security, the student should sign out of their testing platform (or close test booklets if paper with a piece of scrap paper denoting their location), and the TA follow the process noted in the TAM to ensure all testing materials remain secure (e.g., collect materials, document what happened, note the number of the item the student was working). Check with RIDE about whether the student can resume testing upon to return to school (generally, yes). The student must begin testing at the next item they have not yet viewed, and must be monitored to ensure they do not return to any previously viewed or answered items.</p> <p>If an entire class, grade, or school needs to stop testing (e.g., power failure, fire drill, emergency), then if possible, students should sign out of their testing platform (or close test booklets if paper) to maintain test security. In emergency situations, the school's safety instructions must be followed.</p>
Access to prohibited materials	<p>For information about cell phones, please see that section in this manual.</p> <p>In general, please ensure all test administrators are aware of the distinction between materials permitted only once a student has completed testing (if any), materials prohibited at any time during testing, and materials that are only allowable if documented as an accommodation for students with disabilities in their IEP/504 plan. This information is found in the TCMs and TAMs for each assessment, and may vary slightly from assessment to assessment.</p> <p>If a student accesses prohibited materials of their own volition, the material must be removed from the student's possession as soon as possible with minimal disruption, and the test administrator note which item number(s) the student was on at the time of the material use. Depending on the severity of the scenario, a student may have some or all their test score invalidated.</p> <p>If test administrators provide students with prohibited materials (e.g., graphic organizers if the student doesn't have that as a documented accommodation,</p>

	mistaking the RICAS accommodated math reference sheet for the standard RICAS math reference sheet), and it is noticed during testing, the materials should be removed with minimal disruption. The student(s) will still receive their score(s), but the test score(s) will be invalidated for accountability purposes.
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## Statewide Assessment Test Irregularity Form

**Instructions:** Use this form for all statewide assessments, including PSAT 10 and RI SAT School Day. Districts and schools must also follow College Board procedures for reporting test irregularities. An editable (.DOCX) version of this form may be downloaded at [www.ride.ri.gov/tc](http://www.ride.ri.gov/tc).

1. **School Test Coordinator** must call their LEA Test Coordinator to report a test irregularity.
2. The **LEA Test Coordinator** then contacts Phyllis Lynch, Director of Curriculum, Assessment, and Instruction at 401-222-4693 to discuss the situation immediately upon receiving call.
3. **LEA Test Coordinator** will instruct the school test coordinator to complete this form, as necessary. This form must be completed within five school days. The LEA Test Coordinator then faxes the form to RIDE at **401-222-3605**. The completed form must never be sent via email as it contains personally identifiable student information which must be kept confidential.
4. Maintain a copy (electronic or physical) of the submitted form for your LEA/district and school files for three years.

LEA/District Name:	
School Name:	
Contact Name:	Role:
Contact Phone and Extension:	
Contact Email:	

Select type of irregularity: ☐ Test Administration ☐ Test Security ☐ Technology

Test (indicate with an 'X' in the space, or by circling the test name): ___ ACCESS for ELs ___ RICAS ___ DLM ___ NGSA ___ PSAT 10 ___ RI SAT School Day		
Date of Incident:	Content Area:	Test Administration Grade:
Test Administrator Name(s):		
Student Information: Please list all the student(s) in this grade and content area who were affected by this irregularity; if additional space is needed, please attach a separate sheet.		
Student Name: 1. 2.	Student SASID: 1. 2.	Student Date of Birth: 1. 2.
Detailed description of the incident, the investigation steps taken, and actions taken by staff to resolve:		

## APPENDIX C: ELIGIBILITY CRITERIA FOR ALTERNATE ASSESSMENTS

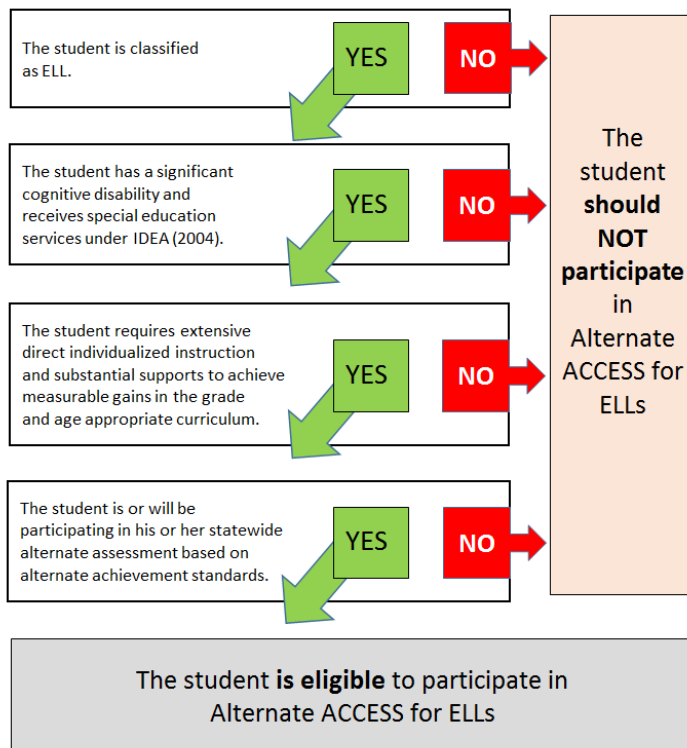
Alternate Assessments are designed for students with significant cognitive disabilities. The structure of an alternate assessment is designed around the students' physical and cognitive disabilities in a way that allows them to answer test questions and participate in the test as independently as possible. The *IEP Team Guidance on the Alternate Assessments* ([www.ride.ri.gov/dlm](http://www.ride.ri.gov/dlm)) provides all members of a student's IEP Team with the information needed to help them determine if a student meets the three eligibility criteria. This guidance document also contains the form that IEP Team members must read and include with the student's IEP confirming that the student meets all the following eligibility criteria. All eligibility decisions must be done prior to the start of testing.

1. **Student has a disability, or disabilities, that significantly impacts cognitive function and adaptive behavior.** Review of student records and other evidence indicate a disability or multiple disabilities that prevent the student from meaningful participation in the standard academic core curriculum or achievement of the standards at their enrolled grade level. Additionally, the student's disability causes dependence on others for many, and sometimes all, daily living needs, and the student is expected to require extensive ongoing support in adulthood.
  - a) Regardless of a student's disability category, evidence collected should show that the effect of the student's disability significantly impacts their ability to function cognitively and adaptive behavior.
2. **As documented in the IEP, the student's present levels of academic achievement indicate their ability to make progress through the alternate achievement standards (Essential Elements) and the short term objectives include skills and concepts reflected in the steps found in the alternate achievement standard (EEs) learning maps, and the annual academic goals are closely aligned to grade-level alternate achievement standards.** IEP teams should review the student's present levels of performance, short-term goals and objectives, and the performance targets for the student to ensure that the concepts and skills the student is working on not only reflect the skills and concepts in the EEs but that the short-term goals closely align with the learning maps that will lead to grade-level performance targets.
  - a) The **present levels of performance** described in the IEP:
    - What formative and summative data (Aimswest, WISC, Woodcock-Johnson, STAR, WIAT, etc.) did you use to support the selection of the EEs and the development of the IEP goals (short-term objectives and annual goals)? *List the data you used on the Documentation of Evidence Form.*
    - What are the levels of support (level of independence/levels and types of prompting and support) required by the student to make progress through the alternate achievement standards? *List the data you used on the Documentation of Evidence Form.*
  - b) The **short-terms goals and objectives** reflect the skills and concepts contained in the learning map steps.
  - c) The **annual academic goals** are closely aligned to the alternate achievement standards for the student's current grade level.
3. **The student is unable to apply academic, life, and job skills in home, school, and community without intensive, frequent, and individualized instruction and supports in multiple setting.** The student's demonstrated cognitive functioning and adaptive behavior across these settings is significantly below

age expectations, even with program modifications, adaptations, and accommodations. This covers the three aspects of learning:

- a) *What the student needs to learn.* In other words, the student **requires** extensive, repeated, individualized instruction and supports from teachers and other professionals.
- b) *The types of materials required for the student to learn.* Materials are significantly modified, customized, and adapted to facilitate understanding.
- c) *How the student demonstrates their learning.* His or her need for substantial supports to achieve gains in the grade-and-age-appropriate curriculum requires substantially adapted materials and customized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

#### ALTERNATE ACCESS FOR ELLS PARTICIPATION CRITERIA DECISION TREE



#### ALTERNATE ACCESS FOR ELLS FIELD TEST PARTICIPATION CRITERIA

This year WIDA is conducting a field test to develop an alternate ACCESS for ELLs test at the kindergarten level. To assist IEP teams in determining which kindergarten students should participate in this field test, use the rubric on the following pages. It can also be downloaded at [www.ride.ri.gov/dlm](http://www.ride.ri.gov/dlm) and click on the Eligibility tab.

## Rubric for Determining Student Participation on the Alternate ACCESS for ELLs Kindergarten Field Test

To download and complete the rubric, please visit [www.ride.ri.gov/dlm](http://www.ride.ri.gov/dlm) and click on the Eligibility tab. *This is included for illustrative purposes only and is not the official rubric.*

This rubric is to assist Individualized Education Program (IEP) Teams in making appropriate decisions regarding student participation in the 2023 Alternate ACCESS for ELLs Field Test. Please note the following:

- *This rubric is valid only for determining if a kindergarten student should participate in the 2023 Alternate ACCESS for ELLs Field Test.*
- *This rubric is invalid after the field test is complete.*
- *This rubric may not be used in place of any formal eligibility determination for the state alternate assessments (Dynamic Learning Maps).*
- *Because student growth during the early years is unpredictable, a kindergarten student may or may not continue to need the extensive services outlined in their current IEP. If the IEP team believes that a student may qualify for the state academic alternate assessments (DLM), a formal eligibility determination process must be followed when the student reaches late second or early third grade.*
- *This form can be completed at a formal IEP Team meeting or through the district's IEP amendment process. The IEP Team must include an MLL representative. This form, regardless of the outcome, must be included in the student's IEP and minutes from the IEP Team meeting or amendment process must be included in the student's record.*
- *If you have questions, please contact your district special education director or MLL director.*
- *RIDE reserves the right to review this form and any data used to make the participation decision to ensure accurate identification of students.*

**Step One:** Gather student data. IEP Teams must use various data sets in review of a student's eligibility to take the Alternate ACCESS for ELLs Kindergarten Field Test which could include but is not limited to:

- evaluation team reports
- participation status in Early Intervention before 3rd birthday
- benchmark assessment data
- diagnostic assessments
- assistive technology evaluation
- speech and language assessments that determine expressive/receptive language communication status.
- IEP goal/objectives progress data
- both formative academic and transition assessment data
- adaptive skills checklists/inventories
- progress on functional, daily living, and life skills
- sensory and/or motor assessments describing access modes of communication, fine and gross motor tasks.

Evidence and data used for the decision to participate in the Alternate ACCESS for ELLs Kindergarten Field Test **MAY NOT include:**

1. a disability category or label
2. poor attendance or extended absences
3. social, cultural, or economic difference
4. academic or other services student receives
5. educational environment or instructional setting
6. percent of time receiving special education services
7. anticipated disruptive behavior
8. anticipated qualification for alternate assessment in third grade (when DLM is administered as a state assessment)
9. administration decision
10. anticipated emotional duress
11. need for accommodations (e.g., assistive technology/ Augmentative and Alternative Communication (AAC) to participate in the assessment process

**Note:** Intelligence quotient (IQ) scores are not a reliable measure to determining eligibility as many of the assessment tools used to determine IQ are not fully accessible for learners with significant motor, communication, and sensory complexities. IQ scores must never be used in isolation to determine eligibility or participation in this field test.

**Step Two:** Review the student's IEP and related documents to answer each question. Mark the column that best answers the question. Responses do not all need to be in the far-right column, but **all or most** should be in the C and D columns to the right. Only a small number of learners, approximately 1%, should qualify as meeting the criteria for Alternate ACCESS for ELLs Kindergarten Field Test which is designed for Students with Significant Cognitive Disabilities who are also multi-lingual learners.

1. Does the student have a <b>current IEP</b> ?			
No. <b>Stop here</b> , the student may not participate in the Alternate ACCESS for ELLs Kindergarten Field Test.		Yes. Continue to question #2.	
2. Is the student a multi-lingual learner? <i>Choose the descriptor that best matches student performance.</i>			
a) ____ No.  <b>Stop here</b> , the student may not participate in the Alternate ACCESS for ELLs Kindergarten Field Test.	b) ____ No. The student received scores of 5 or 6 on the listening and/or speaking domains of the WIDA Kindergarten Screener.  <b>Stop here</b> , the student may not participate in the Alternate ACCESS for ELLs Kindergarten Field Test.	c) ____ Unknown due to student nonresponse. Primary language spoken at home is a language other than English.  <b>Continue to question 3.</b>	d) ____ Yes. The student received scores of 1, 2, 3, or 4 on the listening and/or speaking domains of the WIDA Kindergarten Screener.  <b>Continue to question 3.</b>
3. Does the documentation and data reviewed provide evidence of <b>significant cognitive disability</b> ?			
<ul style="list-style-type: none"> <li>• <b>Significant cognitive disability:</b> Three (3) or more standard deviations below the mean on culturally linguistically appropriate assessments <b>plus</b> significant impairments to the student's ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly, and learn from experience)?</li> </ul>			
a) ____ No.  <ul style="list-style-type: none"> <li>• Documentation and data indicate results that <b>are not</b> three or more standard deviations below the mean on culturally linguistically appropriate assessments.</li> </ul> <b>Stop here</b> , the student may not participate in the Alternate ACCESS for ELLs Kindergarten Field Test.	b) ____ Unknown. All are true: <ul style="list-style-type: none"> <li>• Documentation and data are inconclusive or unknown due to student's lack of a reliable communication system.</li> <li>• Due to the student's language and communication needs, it is unclear if the student's disability interferes with their learning.</li> </ul> <b>Stop here</b> , the student may not participate in the	c) ____ Yes. All are true: <ul style="list-style-type: none"> <li>• Documentation and data indicate results that <b>are three or more standard deviations below the mean</b> on culturally linguistically appropriate assessments; indicating that a cognitive disability interferes with learning grade-level skills and concepts.</li> <li>• Goals and objectives indicate wide skill gaps in reading and/or mathematics.</li> <li>• Goals <b>and</b> objectives indicate a need for</li> </ul>	d) ____ Yes. All are true: <ul style="list-style-type: none"> <li>• Documentation and data show results that <b>are three or more standard deviations below the mean</b> on culturally linguistically appropriate assessments; indicating that a cognitive disability interferes with learning grade-level skills and concepts.</li> <li>• Goals and objectives address grade-level academic skills/concepts with significant curriculum modifications.</li> <li>• Goals and objectives <i>may</i> include expressive/receptive language and communication skills and/or sensory/motor</li> </ul>



	Alternate ACCESS for ELLs Kindergarten Field Test.	prescriptive, direct, and systematic instruction. <b>Continue to question 4.</b>	access for active participation and engagement. <b>Continue to question 4.</b>
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<p>4. Does the student data document a significant deficit across many domains of <b>adaptive behaviors</b> that require systematic, direct instruction to be embedded within standards-based instruction?</p> <ul style="list-style-type: none"> <li>• <b>Adaptive Behavior:</b> an individual's ability to apply age-appropriate social and practical skills in everyday life. <ul style="list-style-type: none"> <li>○ <b>Conceptual skills:</b> receptive and expressive language, reading (follows directions) writing (such as writing their name), math skills (counting and quantities, spatial relationships, shapes).</li> <li>○ <b>Social skills:</b> interpersonal, follows rules, regulates behaviors, demonstrates independence, participates cooperatively and constructively in group situations.</li> <li>○ <b>Practical skills:</b> personal activities of daily living such as eating, dressing, and toileting;</li> </ul> </li> </ul>			
<p>a) ___ No.</p> <ul style="list-style-type: none"> <li>• Targeted instruction is not needed in any of the adaptive skills.</li> </ul> <p><b>Stop here,</b> the student may not participate in the Alternate ACCESS for ELLs Kindergarten Field Test.</p>	<p>b) ___ No.</p> <ul style="list-style-type: none"> <li>• General instruction addressed through MTSS and general education interventions for social and interpersonal skills.</li> </ul> <p><b>Stop here,</b> the student may not participate in the Alternate ACCESS for ELLs Kindergarten Field Test.</p>	<p>c)___ No. All are true:</p> <ul style="list-style-type: none"> <li>• Requires moderate assistance or supports to complete daily living skills, rule following, and interpersonal skills.</li> <li>• Some gaps in reading, writing, and math skills for everyday life; requires moderate support and materials modification to learn.</li> </ul>	<p>d) ___ Yes. All are true:</p> <ul style="list-style-type: none"> <li>• Beginning communication skills or no reliable communication system.</li> <li>• Student requires intensive, systematic, repeated instruction relating to responsibility, following rules, emotional regulation, and age-appropriate self-care skills.</li> <li>• Goals and objectives demonstrate wide skill gaps in reading, writing, and math skills for everyday life and student requires significantly modified materials to learn.</li> </ul>

**Step Three:** Confirm the decision. Responses do not all need to be in the far-right column, but all should be in the C and D columns to the right. Only a small number of learners, approximately 1%, should qualify as meeting the criteria for Alternate ACCESS for ELLs Kindergarten Field Test which is designed for students with significant cognitive disabilities who are also multi-lingual learners. *This form, regardless of the outcome, must be included in the student's IEP and minutes from the IEP Team meeting or amendment process must be included in the student's record.*

**To download and complete the rubric, please visit [www.ride.ri.gov/dlm](http://www.ride.ri.gov/dlm) and click on the Eligibility tab. This is included for illustrative purposes only and is not the official rubric.**

## APPENDIX D: STATE ASSESSMENT MONITORING VISITS

RIDE conducts test administration monitoring visits to ensure that testing procedures are followed and to obtain feedback for improvement of test protocols, procedures, and policies.

The process itself is simple. First, RIDE selects the schools and schedules a conference call with school and district staff to ensure schools have the information needed to successfully administer state-required assessments and to answer any questions they may have about any part of the test administration process. The questions on the Statewide Monitoring Visit Form on the following page are also reviewed. During this call, the date, time, and details of the visit are also discussed.

### School Selection Process

Schools are selected for a monitoring visit in several ways:

- randomly from a pool of schools not selected in the previous two years
- reported testing irregularities the previous year
- LEA or school requested a monitoring visit

## STATE ASSESSMENT MONITORING VISIT

This is a general framework for a monitoring visit. This may change given the type of test, school, and specific questions/issues that arise.

1. **Notify the school and district** that RIDE will conduct a monitoring visit.
2. **Arrange a Zoom or conference call with the district and school staff.** Questions to discuss during the visit are on the State Assessment Monitoring Form.
3. **RIDE staff meet with the principal and/or test coordinator** and collect copies of test administrator training sign-in sheets and or rosters of completed online training.
4. **View testing in progress** in both regular classrooms and at least one accommodation session. During the visit, RIDE staff quietly enter and exit classrooms so as not to disturb students during testing. The principal (or his/her designee) should accompany RIDE staff around the building.
5. **Debrief with test coordinator/principal.** Discuss any issues found during the visit, answer questions, and collect copies of test administrator training sign-in sheets or rosters of completed online training. Documents. Plan on an additional 45 minutes for this debrief.



DATE: \_\_\_\_\_

GRADE(s): \_\_\_\_\_

DISTRICT: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

ASSESSMENT(s): ☐ ACCESS for ELs ☐ ALT ACCESS for ELs ☐ RICAS ELA ☐ RICAS Mathematics ☐ DLM ELA  
☐ DLM Mathematics ☐ DLM Science ☐ NGSA ☐ PSAT 10 ☐ SAT ☐ NAEP

Questions	Notes
<p><b>How did the <i>Test Coordinator</i> prepare for testing?</b></p> <p>✓ <i>Did you find the Test Coordinator Manual helpful? Were there any questions the manual could not answer for you?</i></p> <p>✓ <i>Do you understand the process and requirements for submitting a Medical Exemption?</i></p> <p>✓ <i>Did you find the materials on accommodations helpful? Were there any questions the materials could not answer?</i></p> <p>✓ <i>Did you find either the in-person/online seminar Test Coordinator Workshop and/or the online training modules helpful?</i></p> <p>✓ <i>Describe the process you used to ensure all students were registered for the correct grade-level test(s)?</i></p> <p>✓ <i>Describe how you prepared your school and the test administrators to administer accommodations. Describe any challenges.</i></p> <p>✓ <i>Describe the protocol for distributing, collecting, and tracking test materials each day.</i></p> <p>✓ <i>If you called the Service Center or Help Desk for this test, were they able to answer your question and/or resolve your issue?</i></p>	
<p>✓ <i>How many students, if any, do you anticipate will not take the state assessments for COVID-related reasons?</i></p>	
<p>✓ <i>Describe the health and safety protocols that your school is implementing. Do you or your staff still have concerns about how to administer the test and maintain the health and safety protocols? If so, what are they?</i></p>	

Questions	Notes
<p><b>How did <i>Test Administrators</i> prepare for testing?</b></p> <ul style="list-style-type: none"> <li>✓ <i>Approximately how many test administrators are expected to participate in each assessment given in your school?</i></li> <li>✓ <i>Describe the opportunities they had to try the practice tests, accessibility features, and any tutorials? Are there any materials you feel you need to help test administrators prepare?</i></li> <li>✓ <i>Describe the training opportunities test administrators had and how the Test Administration Manual was reviewed during training. What were common questions or issues they had?</i></li> <li>✓ <i>Were they trained on accommodations/accessibility features?</i></li> <li>✓ <i>What is the process for reviewing the effectiveness of the accommodations/accessibility features used for each student?</i></li> <li>✓ <i>Which technical issues were they trained to resolve on their own?</i></li> <li>✓ <i>Were Test Security Agreements for this test signed and submitted to the test coordinator?</i></li> <li>✓ <i>What are test administrators most concerned/anxious about?</i></li> <li>✓ <i>What are test administrators most confident about?</i></li> </ul>	
<ul style="list-style-type: none"> <li>✓ <i>What is your schedule and process for testing students? For example, what is the schedule or process for testing students who are 100% distance learning vs. those who are attending school in-person.</i></li> </ul>	
<p><b>How did you prepare students for testing?</b></p> <ul style="list-style-type: none"> <li>✓ <i>Describe the opportunities students had to try the practice tests, accessibility features, navigating the test, and any tutorials.</i></li> <li>✓ <i>Are there any materials you feel you need to help students prepare?</i></li> <li>✓ <i>Describe the messages you sent to parents and students regarding testing.</i></li> <li>✓ <i>How do you handle student anxiety about testing?</i></li> <li>✓ <i>Are there any materials you developed or opportunities you provided for parents regarding testing or reporting?</i></li> </ul>	
<p><b>Describe your process for correcting and updating student data prior to testing.</b></p>	
<p><b>Preparing for the Monitoring Visit:</b></p> <ul style="list-style-type: none"> <li>✓ <i>I will arrive at least 30 minutes before testing begins. The date and time of the monitoring visit is:</i></li> <li>✓ <i>Where should I park?</i></li> </ul>	

Questions	Notes
<ul style="list-style-type: none"> <li>✓ <i>Who will I ask for at the school office?</i></li> <li>✓ <i>Who will be accompanying me around the school?</i></li> <li>✓ <i>After the visit, we will collect copies of sign-in sheets and/or rosters of completed online test administrator training for every state assessment given in your school.</i></li> <li>✓ <i>Can you describe the classrooms I will be visiting?</i></li> <li>✓ <i>Which accommodations can I expect to see during my visit?</i></li> <li>✓ <i>Is there anything else I should be aware of before the visit?</i></li> </ul>	

**Any additional comments/questions/concerns?** *(use other side if necessary)*



**Directions:** Monitoring of state assessments is required to ensure that all protocols and procedures are implemented correctly. This form will be used in cases where RIDE staff cannot conduct an in-person monitoring visit. District and/or school staff are required to complete this checklist as part of this monitoring process. Once complete, give this form to your district testing coordinator and email to [assessment@ride.ri.gov](mailto:assessment@ride.ri.gov) or fax to 401-222-3605.

Districts and schools may also use this form for their own internal assessment monitoring processes. RIDE encourages active monitoring by district and school staff.

For more information on assessment monitoring, contact your district testing coordinator or see [www.ride.ri.gov/tc](http://www.ride.ri.gov/tc).

**DATE of Walk-Through:** \_\_\_\_\_ **GRADE(s):** \_\_\_\_\_

**DISTRICT:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_

**Name of Person Conducting Walk-Through:** \_\_\_\_\_

**Role/Title:** \_\_\_\_\_ **Phone Number:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**ASSESSMENT(s):** ☐ ACCESS for ELs ☐ ALT ACCESS for ELs ☐ RICAS ELA ☐ RICAS Mathematics

☐ DLM ELA ☐ DLM Mathematics ☐ DLM Science ☐ NGSA ☐ PSAT 10 ☐ SAT ☐ NAEP

**NOTE:** Only district or school staff may administer the state assessments. Anyone who administers or assists a test administrator during testing must complete all training requirements and sign the test security agreement before testing. If not, then testing cannot continue until these conditions are met.

**Rooms and sessions observed:**

Question	Notes (please write legibly)
1. Did the test administrators use the appropriate manuals and other materials, including manipulatives, required for this assessment?	YES NO Notes if NO:
2. Was information removed from the walls of the classrooms that could unfairly aid students during testing?	YES NO Notes if NO:
3. Did the test administrator actively proctor during testing? For example, the test administrator watched the students test, was available to answer questions, and did not engage in other work, such as grading papers.	YES NO If NO, please remind test administrator to actively proctor the test.
4. Were any technology issues resolved?	YES NO N/A
5. Did the test administrator provide assistance to students with the online test system without hinting or providing clues to answers?	YES NO N/A
6. Did the test administrator follow the cell phone/personal device policy as outlined by your school and/or district?	YES NO* *If NO, stop testing and ask test administrator to implement the policy before continuing testing.
<b>ACCOMMODATIONS</b>	
7. If administering a test session with a student who requires an accommodation, did the test administrator provide that accommodation?	YES NO* N/A If NO*, stop testing and contact your district testing coordinator for instructions.
8. <b>Read Aloud Accommodation:</b> Did the test administrator follow the guidelines for administering the read aloud?	YES NO N/A

## APPENDIX E: (UPDATED FOR 2023) REQUESTING MEDICAL EXEMPTIONS FROM STATE ASSESSMENTS

### NOTES:

- Due dates for submitting medical exemptions can be found at [www.ride.ri.gov/exemptions](http://www.ride.ri.gov/exemptions)
- Forms are available in English, Spanish, and Portuguese at [www.ride.ri.gov/exemptions](http://www.ride.ri.gov/exemptions)

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### WHAT IS A MEDICAL EXEMPTION?

A medical exemption, if approved, would remove the student from all participation, assessment reporting, and accountability reporting calculations for the sending district and school. A medical exemption affects only the school and district reporting calculations.

**ALL** Rhode Island students, including students receiving education services at any out-of-state school or program, are expected to take part in Rhode Island's statewide academic assessment program in one of the following ways:

1. Participate in general assessments *without* accommodation(s);
2. Participate in general assessments *with* accommodation(s); *or*
3. Participate in the alternate assessments which are available only for students with an Individualized Education Program (IEP) and who meet specific eligibility criteria.

Each year, students with serious and chronic medical or other conditions can and do participate successfully in Rhode Island's statewide assessments. However, there are rare and unique situations in which a student is unable to participate in state assessments due to a documented, significant, and incapacitating emergency ***that extends across the entire (or remaining) state testing window***. In these instances, districts may request a medical exemption. To apply for a medical exemption, districts must gather written assurances and documentation that the student meets two criteria:

- 1) The student's situation is so severe the student cannot receive instruction in any setting (such as at home, school, or outplacement facility) and
- 2) The student cannot participate in any assessments, even with adjustments or accommodations.

If these conditions are not met, then he/she is able to participate in state assessments.

**GENERAL RULE:** If the student can receive instruction, then he/she is able to participate in state assessments.

The decision to test or not test a student should never depend on the outcome of the exemption request to RIDE. It is incumbent upon the requesting district to provide RIDE with evidence to justify approval of the request.

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### DEFINITION OF SERIOUS ILLNESS

Rhode Island defines a serious illness as one that prevents the student from receiving instruction and from participating in assessment for the duration (or remainder) of the *state* testing window.



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## DEFINITION OF MEDICAL EMERGENCY

Rhode Island defines a medical emergency as an incident involving a medical condition, injury, or crisis requiring hospitalization, clinical care, or treatment in response to the incident. Typically, a medical emergency prevents the student from receiving instruction and from participating in assessment for the remainder of the testing window.

Conditions that may not qualify for exemption:

- Medical fragility – unless a significant and documented medical emergency or condition exists in addition to medical fragility
- Short-term illnesses, minor injuries, or broken arms
- Certain mental health conditions that permit students to receive instruction
- Pregnancy

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## CONCUSSIONS

Due to the specialized care concussions require the student may not be able to participate fully in instruction or in statewide assessments even with accommodations. Because of the nature of concussions and how important it is to care for a concussion correctly, this injury is the exception to the rules above. The exemption request process must be followed and evidence from the physician must be provided.

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## OVERVIEW OF THE PROCESS FOR SUBMITTING A MEDICAL EXEMPTION

There are five steps for submitting an exemption to RIDE:

1. **School:** Discuss the student's situation and need to request a medical exemption with the District Testing Coordinator and/or Superintendent. The Testing Coordinator and/or Superintendent may decline the school's request to submit a medical exemption.
2. **School:** Complete Forms 2 and 3 and provide to the district.
3. **NEW for 2023 District:** *Once the school has Forms 2 and 3 complete, then the district can complete Form 1 (District Assurances Form) through the Medical Exemption application in eRIDE. There is no paper copy for 2023. Only the superintendent's office may submit a medical exemption.*
4. **RIDE:** reviews Form 1 in the eRIDE system. If needed, RIDE will contact the principal or the superintendent for clarification if there are any questions.
5. **RIDE:** emails the superintendent when a decision has been reached.
6. **NEW for 2023 District:** Logs into eRIDE Medical Exemption application to review the decision.

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## DESCRIPTION OF FORMS

There are two forms required for submitting a request for a medical exemption. The paper Form 1 has been replaced by the new electronic Form 1 in the eRIDE Medical Exemption application. Forms 1 and 2 are available at: [www.ride.ri.gov/exemptions](http://www.ride.ri.gov/exemptions) and in this manual. All forms are available in English, Spanish, and Portuguese.

**NEW for 2023 Form 1: District Assurances Form.** This form ensures that the district has gathered the necessary evidence, completed forms, and that the superintendent reviewed the information before submitting a medical exemption request for approval. **There is no paper Form 1 beginning in the 2022-23 school year.** Form 1 must

be completed online after the school has discussed the medical exemption with the district and submitted Forms 2 and 3 to the district.

**Form 2: Parent/Guardian Consent Form** (available in English, Spanish, and Portuguese). Have parent/guardian complete and sign a hard copy of Form 2. Retain original with student records; do not send copy to RIDE.

**Form 3: Treating Physician/Mental Health Professional Form.** Have physician/mental health professional complete and sign a copy of Form 3. Retain original with student records; do not send copy to RIDE.

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#### OTHER IMPORTANT REMINDERS

- **Outplacement schools and out-of-state schools** must contact the sending district of the student and explain the nature of the request. The outplacement/out-of-state school is responsible for submitting completed forms and other evidence to the sending district's superintendent. The sending district's superintendent is responsible for making a final decision on whether or not to submit a medical exemption and for submitting all necessary forms to RIDE.
- **Missing deadline for submitting request:** If you feel that you may miss the deadline for submitting a request, please contact RIDE as soon as possible.
- **Students identified as English learners (ELs)** are exempt from taking ELA general education and alternate assessments if they entered the U.S. **after April 1<sup>st</sup> 2022. DO NOT submit an exemption for EL students who meet these criteria.** See *Participation Requirements for State Assessments* in this Handbook for additional information.
- **Accountability Implications:** Students who do not participate in state assessments and who do not receive an approved exemption are included as nonparticipants for district and school accountability calculations.
- **Non-Tested Codes:** Entering the non-tested code for approved exemption in *any* of the online test platforms does not indicate an exemption was submitted or approved by RIDE. After testing, RIDE applies only those exemptions that were approved using the process and meeting the criteria outlined in this Handbook.
- **Auditing of Forms:** RIDE reserves the right to audit districts to ensure compliance with the requirement to retain signed copies of all applicable forms.



# Request for Medical Exemption from Testing

**NEW FOR 2023** FORM 1: DISTRICT ASSURANCES FORM

*Please turn to page 56 in this manual for steps to complete the new FORM 1: DISTRICT ASSURANCES FORM.*



# Request for Medical Exemption from Testing

## FORM 2: PARENT/GUARDIAN CONSENT FORM

**District Directions:** Give this form to the parent/guardian of the student. Once signed, retain a copy in the student's records. Do not send this form to RIDE.

**Parent/Guardian Directions:** Please read and complete this form and return it to your child's school or district office. Spanish and Portuguese versions of this form can be found at [www.ride.ri.gov/assessment-exemptions](http://www.ride.ri.gov/assessment-exemptions).

Student Name (*print*): \_\_\_\_\_

I have consulted with the school or district regarding the request to exempt my child from the \_\_\_\_\_ assessment(s).

I understand that this means I will have either no test scores or partial test scores, depending on circumstances, for my child for the exempted assessment(s). By signing this request, I acknowledge that:

1. I **WAS** (or) **WAS NOT** (*circle one*) involved in the decision for the district **to seek an exemption** for my child from the state assessment(s).
2. I **DO** (or) **DO NOT** (*circle one*) give **permission for the school or district to discuss the reason for the request** with Dr. Phyllis Lynch, Director of Instruction, Assessment and Curriculum at the Rhode Island Department of Education.

\_\_\_\_\_  
Parent/Guardian Full Name (*print*)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



# Request for Medical Exemption from Testing

## FORM 3: TREATING PHYSICIAN/MENTAL HEALTH PROFESSIONAL FORM

**Student Name:** \_\_\_\_\_

**Directions for District:** Give this form to the physician/mental health professional. Retain with student's records. Do not send to RIDE. Spanish and Portuguese versions of this form can be found at [www.ride.ri.gov/assessment-exemptions](http://www.ride.ri.gov/assessment-exemptions).

**Directions for Physician or Mental Health Professional:** Indicate whether or not you agree or disagree with each assurance, initial each statement, and sign and date the bottom of this form.

**What is a Medical Exemption?** Each year, students with very serious and chronic medical or other conditions participate successfully in Rhode Island's statewide assessments. However, there are rare and unique situations in which a student is unable to participate in statewide assessments due to a documented, significant, and incapacitating emergency *that extends across the entire (or remaining) test window*. In these instances, districts may request a medical exemption. To apply for a medical exemption, districts must gather documentation that the student meets two criteria: 1) that the student's situation is so severe, they cannot receive any educational instruction in any setting (such as at home, school, or outplacement facility) and 2) they cannot participate in any assessments, even with adjustments (accommodations). If the student's situation does not meet **both** conditions, *the student is able to receive instruction, and he/she is able to participate in state assessments*.

**Serious Illness:** a serious health condition that prevents the student from receiving instruction *and* from participating in assessment for the remainder of the testing window.

**Medical Emergency:** an incident involving a medical condition, injury, or crisis requiring hospitalization, clinical care, or treatment in response to the incident.

Conditions that generally do not qualify for exemption:

- Medical fragility – unless a significant and documented medical emergency or condition exists in addition to medical fragility
- Short-term illnesses or minor injuries
- Certain mental health conditions
- Pregnancy

Treating Physician's/Mental Health Professional's Assurances:		Circle one		INITIAL
1	This student is experiencing a serious illness or medical emergency.	YES	NO	
2	This student <i>can/cannot</i> participate in <u>instruction</u> , <u>regardless of setting</u> , even with accommodations, during the remaining test window.	CAN	CANNOT	
3	This student <i>can/cannot</i> participate in <u>assessment</u> , <i>even with accommodations</i> , during the remaining test window.	CAN	CANNOT	

\_\_\_\_\_  
Physician/Mental Health Professional's Name (*print*)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## USING ERIDE TO SUBMIT A MEDICAL EXEMPTION

**New for 2023:** Form 1, the District Assurances Form, must be electronically submitted through the eRIDE Medical Exemption application. There is no longer a paper form to fax to RIDE. Before an exemption can be submitted, Forms 2 and 3 must be complete and on file at the district office. There are also assurances that the superintendent, or their designee, must agree to. There are also new features in the medical exemption application that will make tracking all submitted exemptions easier for districts.

### *New features for 2023:*

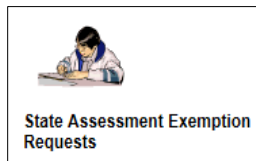
- **View History Reports button:** After logging in to the Medical Exemption application, there is a link (View History Reports) that will show all medical exemptions submitted by the district, the status of the request, the grade, test, and subject requested, and the date the request was submitted.
- **Exemptions submitted for SASID XXXXXXXX:** This will show all medical exemptions requested for the student. If there was a medical exemption requested for the student in a previous year, it will appear here.
- **Affirmations:** These must be confirmed before the superintendent, or their designee, can submit the medical exemption.

*I certify that the information contained within this request is complete, accurate, and that:*

1. *Signed copies of Form 2 (Parent Form) and Form 3 (Physician's or Mental Health Professional's Form) are signed and on file at the district. I understand that RIDE reserves the right to request copies of Form 2 and Form 3 if questions arise about this request.*
2. *The student's medical emergency does not allow them to participate in instruction either in school or another location (such as their home or hospital).*
3. *The student cannot participate in state assessments due to their medical crisis.*
4. **Please note:** *After careful review of accommodations and test supports, including consulting with RIDE if necessary, it was determined that there are no accommodations or other test supports (including options for Emergency or Unique accommodations) that would allow the student to participate in the state assessment(s) for which this request is being submitted.*
5. *The student's medical crisis spanned the duration of the **state assessment testing window** for the test(s) covered under this exemption request.*

**Step 1:** The superintendent or their designee must log into eRIDE at [www.eride.ri.gov/default\\_secure.asp](http://www.eride.ri.gov/default_secure.asp).

**Step 2:** Select the “State Assessment Exemption Requests” icon. If this icon is not visible, please contact Mario Goncalves (401-222-8968; [Mario.Goncalves@ride.ri.gov](mailto:Mario.Goncalves@ride.ri.gov)) to obtain access.



**Step 3:** Input the student’s SASID and click the “Verify” button. If you don’t receive an error message, then the system will automatically populate the student’s gender, name, grade, and date of birth. If you receive an error message, make sure the SASID is correct.

SASID (eg, 100xxxxxx):	<input type="text"/>	Verify	Gender:	<input type="text"/>
Student’s Name:	<input type="text" value="first name"/>	<input type="text" value="mi"/>	<input type="text" value="last name"/>	Date of Birth:
Reason for Request:	<input checked="" type="checkbox"/> Significant Medical Emergency			Grade

**Step 4:** Select Assessment(s) from which exemption is being requested by checking the box next to the name of the assessment and then click the button for the grade level:

Below, please indicate the assessment(s) and the student’s grade during the assessment(s):

		K	1	2	3	4	5	6	7	8	9	10	11	12
<input type="checkbox"/>	ACCESS for ELs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	Alternate ACCESS for ELs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	DLM Alternate Assessment: English Language Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	DLM Alternate Assessment: Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	DLM Alternate Assessment: Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	PSAT 10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	RICAS: English Language Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	RICAS: Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	RI Science Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	SAT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Step 5:** In the School and District Contact Information table, use the drop-down menu to select the district of enrollment, school of enrollment, and sending district name. The sending district superintendent's name and contact information will automatically populate. Then click "Submit."

School and District Contact Information: District Contact Information:	
District/LEA of Enrollment (if outside RI, select 'other' and indicate State):	Central Falls ▼
School/Facility of Enrollment:	Calcutt Middle (05-08) ▼
Responsible / Sending District:	Select District/LEA ▼
Superintendent (or equivalent) Full Name:	
Superintendent (or equivalent) Email:	
Superintendent (or equivalent) Phone Number:	
Submit	

**Step 6:** Read and check the boxes next to each affirmation if they are true:

*I certify that the information contained within this request is complete, accurate, and that:*

- ☐ Signed copies of Form 2 (Parent Form) and Form 3 (Physician's or Mental Health Professional's Form) are signed and on file at the district. I understand that RIDE reserves the right to request copies of Form 2 and Form 3 if questions arise about this request.
- ☐ The student's medical emergency does not allow them to participate in instruction either in school or another location (such as their home or hospital).
- ☐ The student cannot participate in state assessments due to their medical crisis.
- ☐ **NEW:** After careful review of accommodations and test supports, including consulting with RIDE if necessary, it was determined that there are no accommodations or other test supports (including options for Emergency or Unique accommodations) that would allow the student to participate in the state assessment(s) for which this request is being submitted.
- ☐ The student's medical crisis spanned the duration of the **state assessment testing window** for the test(s) covered under this exemption request.

**Step 7:** Once the online form is complete, the information will be reviewed by RIDE and an email notification will be sent to the superintendent that a decision was made. *Decisions will not be included in the actual email.* The superintendent or their designee must log into the Medical Exemption application to review the decision. This Districts can monitor their medical exemption submissions by clicking on the *View History Reports* link at the top of the page.

View History Reports...
<p><b>INSTRUCTIONS FOR REQUESTING A MEDICAL EXEMPTION:</b></p> <p>First, please enter the student's SASID number below and click the verify button. If a valid SASID was entered, the student's name, gender, and Date of Birth should be completed automatically. Then select the assessment(s) from which and exemption is being requested. Last, select the District/LEA and of the student's enrollment and the sending district. The superintendent's name and contact information should automatically be filled in with the Sending District's information and click SUBMIT.</p>