



## Assessment Audit Data Collection FAQ

The questions and answers below are designed to address the questions posed during and following the [Assessment Audit Data Collection Information Session](#) held on January 21, 2025. They are meant to supplement the instructions included within the Assessment Audit [Excel workbook](#).

1. My district uses many different tools for progress monitoring for students in intervention. The tool selected for use with each student depends on the needs and goals for that student. How can a district with a wide array of options used in varying intervals for individual students synthesize and report progress monitoring assessments in the audit Excel file?

All districts are required to provide information regarding progress monitoring assessments. We appreciate that this is complicated, so we are offering two response options. For districts that are able to synthesize the information for progress monitoring, report the information in the Excel as explained during the information session. For districts with a complex system for progress monitoring that cannot be adequately reported in the Excel, please provide a **brief** narrative description of your district's progress monitoring assessment practices outside of the Excel tool. When submitting your district's completed Excel via email along with your district assessment calendar, include the narrative explanation of progress monitoring in the body of the email message.

2. Should we include assessments that we use for psychological testing for identification for special education services?

No, do not report assessments used for individualized testing after referral for special education services. Screening assessments administered to a group of students for potential referral to special education *should* be reported. *Previous guidance during the information session indicated that all individualized testing for students with disabilities should be included; this document reflects updated guidance.*

3. Should dual language (Spanish reading) be included?

Yes, if the assessment is required by the district or school. Select "Other" for content area.

4. Should we report preschool assessments such as the Pre-K PELI assessment?

Yes, if this is a district- or school required assessment, it should be reported. Pre-K is a selectable grade.

5. Should we include world language assessments?

Yes, if it is an assessment required by the district or school, it should be reported. Select “Other” for content area.

6. Should we report core academic common summative assessments (unit level) given to all students, but created by a collaborative learning team (teachers teaching the course)?

If the teachers are allowed to individually and independently change the assessments, then those should not be reported. If the district/school is directing the teaching team to agree on a common set of unit assessments, those *should be* reported. They can all be reported on one line as a “locally developed” assessment, with the number of times administered set as the number of unit tests.

7. Should we report the built-in curriculum assessments that are part of the K-3 mandated program we chose?

If the district or school requires teachers to administer the built-in assessments without modification, *and* the assessments go above and beyond the required [K-3 mandatory assessments](#), they should be reported.

8. Should we report ESOL intake assessments?

Any placement assessments administered that are over and above the assessments required in the [CSDE English Learner/Multilingual Learner Identification Process](#) should be reported.

9. Should we report Kindergarten screening tools that are completed pre-enrollment at point of registration?

No. Do not report assessments that are completed prior to or as part of registration.

10. Should we report open-ended (i.e. project-based) assessments that may yield a variety of products but that are assigned in a standardized way and/or that are scored using a standardized rubric? What about capstone?

Project-based assessments typically span multiple class sessions where students work under the guidance or oversight of a teacher, either individually or in small groups, to investigate an issue and develop presentations, reports or other products. Assessments of such products should not be reported.

This should not be confused with constructed response items like a common writing assessment, performance task, structured laboratory, or essay prompt that could span more than one class session, but where the assessment is well defined, and all students are responding to the same assessment prompt. Such performance tasks should be reported if they are required by the district/school to be administered without modification by the teacher.

Capstone projects should not be reported.

## 11. Do midterm exams need to be reported?

Some midterms need to be reported, and some do not. If the test is required by the district or school to be administered, and the teacher cannot change the questions or format of the test, it generally should be reported. If the only requirement is that a midterm be administered, but the format or items are not specified, that should not be reported. Here are some examples of assessments that should and should not be reported:

### **Midterms that should be reported:**

- ✓ A district Math leader creates a geometry midterm that must be used without modification by all geometry teachers in every school in the district.
- ✓ A principal directs a team of teachers to create a common midterm that they will all use without modification.
- ✓ A teacher is the only geometry teacher in the district. They create a standard geometry midterm that they use every year. The principal decides to formalize all school midterms, so this exam is copied and kept in the office for the future. A new teacher would be required to use that midterm.
- ✓ A principal requires that a team of teachers create a common midterm. The team of teachers decides to create a common multiple-choice section but allow the individual teachers to modify the open-ended section – *in this case, only the common multiple-choice section should be reported.*

### **Midterms that should *not* be reported:**

- ⊗ A district requires a midterm to be administered but does not specify the form of that midterm.
- ⊗ A teacher is the only geometry teacher in the district. They create a standard geometry midterm that they use every year. If they left the district, the new teacher would be able to change the midterm.

## 12. Can I combine multiple assessments in a single row of the Excel or do I need to list them separately?

You may combine multiple assessments for the same subject area, as long as they are used for the same purpose, required by the same people, and are reasonably similar in time tested. If the assessments have very different testing times or number of times tested for different grade levels, they should be split into two rows.

### **Examples of assessments that may be combined:**

- ✓ All high school mathematics midterms and finals used for summative assessments. Report the average number of students taking the assessments and the number of assessments (in this case, 2). Include only the standardized exams (for example, if Algebra 1, Geometry, and Algebra 2 have common assessments, but precalculus and statistics do not, only report the first three courses). See FAQ question 18 for details on reporting the number of students and grade levels.

- ✓ All end-of-unit Science tests. Report the average number of students taking the tests, and the number of assessments (in this case, the number of units).
- ✓ If a district administers four math interim assessment blocks (IABs) for 3<sup>rd</sup> grade, and six math IABs for 4<sup>th</sup> grade, the 3<sup>rd</sup> and 4<sup>th</sup> grade math IABs can be reported on one row, with the average number taken by 3<sup>rd</sup> and 4<sup>th</sup> grade students (in this case, five).

### **Examples of assessments that may *not* be combined**

- ⊗ The PSAT must be reported on two lines, one for Math and one for ELA.
- ⊗ If a district administers one math IAB for 3<sup>rd</sup> grade and 10 math IABs for 4<sup>th</sup> grade, then they should use two rows, one for 3<sup>rd</sup> grade and one for 4<sup>th</sup> grade.

13. My school requires that 3<sup>rd</sup> and 4<sup>th</sup> grade teachers administer *at least* three ELA IABs throughout the year, however, we allow teachers to select which ELA IABs they administer. Some teachers choose to administer more ELA IABs. The assessments must be administered in a standardized fashion. Does this need to be reported, and how should we report?

Yes, this needs to be reported. Select “Smarter Balanced Interim Assessments” for the name of vendor. Select “English Language Arts (ELA)” for content area, enter “3” for item 8 in the Excel (Number of times test is administered annually).

14. We are a small district. We have only one middle school. Do we pick "district" or "school" for question 4?

Think about who is requiring the assessment. Is the superintendent, district-level curriculum coordinator, or someone else at the district level requiring the assessment? If so, select “District”. Is the principal requiring the assessment? If so, select “School”. Another way to think about this: if the principal or school administrator left, would the assessment still be required? If so, select “District”.

15. Can I report a range for number of times administered and time in minutes as it may vary by grade?

No. If the number of times administered or time in minutes is close, take the average. If the number of times administered or time in minutes is very different by grade, use two different rows to report.

16. When a standard local assessment is administered across a district, but per IEP's may be modified for a few students, should those still be reported as most students will receive it without modification?

Yes. Include all students, including the students who take a modified test in the student count for the standard local assessment. For time spent testing, put the average amount of time spent on the assessment for all students.

17. How should we report ELA assessments that are administered in another language?

If the majority of students are taking an ELA assessment, and a subset of students are taking a translated version of the assessment for the same purpose, report all students together. Select “English Language Arts (ELA)” for the content area.

18. We require all geometry students to take a common midterm. Most geometry students are 10<sup>th</sup> graders, and most 10<sup>th</sup> graders are geometry students, but there are some 9<sup>th</sup> grade students taking geometry, and some 10<sup>th</sup> graders take algebra II. How should I fill out the sheet?

Mark “Y” for the grade level that is most common for the assessment, in this case, 10<sup>th</sup> grade. If there are many 9<sup>th</sup> grade students taking the assessment, you may check off 9<sup>th</sup> grade as well. Select “select group of students” for question 5. Report the total number of geometry students for question 7 in the Excel. If you have multiple common midterms in math, they may all be reported together (see FAQ question 12).

19. If we use only some subtests of a standardized battery, what should we report? For example, DIBELS and Acadience have multiple subtests. In some cases, we use only one or two subtests, not the whole battery.

All subtests can be reported on one row, the total testing time should reflect the testing time for the subtests used. You may choose to specify the subtests used under question 1b.

20. Do we have to specify which specific IABs are used?

No. You may choose to specify which IABs are used under question 1b if it helps you keep track of the assessments you are reporting, but it is not required.

21. If our district intends to change our assessment protocol in 2025-26, should we report our intended plan or do we report our practices for 2024-25?

The Excel entries should reflect practices implemented in 2024-25 only.