



Guidelines for STEM Assessment Administration



Proper administration of the assessments provides authentic and reliable data that help inform instruction and prepares students for state assessments. Please use the following guidelines for math and science summative assessments.

Purpose

- Give students opportunities to independently demonstrate proficiency in a standard.
- Assist with report card grading. Common assessments help teachers evaluate students on how they perform independently. They are only one measure of student progress.
- Ensure instructional pacing. The pacing calendar structures the year so that all students receive equitable instruction of grade level standards.

Participation

All Students in K-5 will participate, unless indicated in the allowances below. Educators should use professional judgement together with open communication with school administration when determining allowances for specific students. Below are some examples of when allowances should be made. This is not a complete list, but some general guidance for district assessments.

- Students with Disabilities- Teachers are required, by law, to follow a student's 504 plan or Individual Education Plan. Students who receive services in a sub-separate classroom will take the district common assessments at the discretion of the teacher and Dept. Head.
- Multilingual learners- In dual language classrooms, students will test in both languages following the school provided schedule. Follow EL MCAS accommodations.

Tools and Grading

- Students will be allowed tools based on the Illustrative Assessment Grid provided yearly.
- Students should be graded on evidence provided. A colleague should be able to grades tests and get the same results (avoid..."I know what the student meant).
- Students should be assessed and grading within one week of the testing date.

DO'S

Look through the assessment to prepare lessons that target the standards in a variety of ways.



DON'TS

Look at the assessment to create a pre-assessment using the same problems as the test.

Tell students to "go back and check their work".



Tell a student with an incorrect answer to "go back and check their work".

Discuss questions and/or displaying the assessment items AFTER the students have taken the assessment.



Discuss questions and/or display assessment items before or during the assessment.

Remind students to show their work.



Guide them through the test or print test pages when it is an online assessment.

Give students lots of opportunities for both guided and independent practice on various types of questions that address the standard.



Give students the same or very close to the same questions on the test prior to the test.