



Auburn Enlarged City School District

November 2017

Dear Home School Parent/Guardian:

According to the regulations of the Commissioner of Education, a written narrative may be prepared as a year-end assessment for students in grades 1-3. Students in grades 4-8 must have a standardized test at least every other year and can have a written narrative in the alternate years. Students in grades 9-12 **must** have a standardized or NYS approved test **every year**.

Note: New York State mandates public schools test all students in grades 3-8 and, as in the past, they will also continue to test fourth and eighth graders in science.

As parents of a home schooled child, you are welcome to bring your child in for the testing that is available to students by grade level. If you wish to have your child come in for testing, we would be happy to set up the necessary paperwork and accommodations for you. **Now is the time to make these arrangements so we can obtain the materials.**

- For grades 3-8, please contact me as well as the principal at the school where your child would attend if enrolled.
- For grades 9-12, please contact me as well as the appropriate guidance counselor at the Auburn High School. I have attached contact names and numbers for your convenience.
- As an alternative, I have enclosed information relative to evaluating/testing which includes a list of state approved tests. It would be your responsibility to make arrangements for testing.
- Your plans for year-end assessments **must** be submitted with your 3rd Quarterly Report and testing results are due with your 4th Quarterly Report.

Also attached is a schedule of the testing dates. If you should have any further questions, please feel free to contact me at 255-8805.

Sincerely,

Krista A. Martin
Asst. Superintendent for Curriculum & Instruction

Enclosures

Cc: BOCES Home Instruction Review Team
Jeffrey Pirozzolo, Superintendent of Schools

EVALUATING STUDENT PROGRESS

Measuring student progress is perhaps the most difficult part of the instructional process for all teachers. Many years of research have convinced those concerned with this area that a variety of strategies should be used to assess progress. Paper and pencil tests will always have a place in the assessment plan, but performance assessments in which students show that they can use the knowledge and skills they have gained are being included as well. There is an increasing emphasis on "authentic" tasks that require students to demonstrate their ability to handle real world situations.

To be accurate and meaningful, assessment must correlate with educational methods and curriculum. Therefore, assessing progress will be easier if the IHIP goals are specific, not only in regard to content, but to the kind of application skills that will be considered as evidence of achievement.

Quarterly Reports

The quarterly reports serve the dual purpose of documenting instructional time and assessing progress. The number of hours of instruction completed for the quarter are recorded on this form. In grades 7-12 instructional time is recorded for each subject (See Appendix A7-8).

The report requires that a description of what was taught during the quarter be recorded for each subject area along with a grade or written evaluation of progress. The description should state the specific concepts and skills, not broad topics, and should be limited to what was actually covered during the quarter. This is in contrast to the IHIP which requires a similar description for the entire year.

Teachers frequently have to adjust their plans, so it is probable that everything planned won't be completed every quarter. The form does require confirmation that at least 80% of planned material was covered during the quarter. In the event that circumstances such as severe illness prevented completion of 80% of planned work, a written explanation is required.

Choices for reporting progress include assigning a numerical or letter grade, and/or writing a statement that describes the level of achievement in each subject area. Since documenting progress is the purpose, a system that communicates effectively is advised. At some point in time others may need to use these evaluations to make a decision about admission or placement into another program.

Examples of exemplary quarterly reports are included at the end of this section. These examples are composites of actual reports submitted by home schoolers. The names are fictitious.

Annual Assessment

Each year, a comprehensive assessment is required to be filed with the fourth quarterly report by the date specified in the IHIP. In some cases (i.e. grades 1-8) there is a choice of two types of assessment: a commercially published, norm-referenced achievement test, or a written narrative.

Standardized Testing

Norm-referenced achievement tests can be selected from the following:

- Iowa Test of Basic Skills
- Personalized Achievement Summary System
- California Achievement Test (PASS)
- Stanford Achievement Test
- Comprehensive Test of Basic Skills
- Metropolitan Achievement Test
- State Education Department Test

Permission to substitute a test not on the above list must be obtained from the State Education Department prior to administration.

Standardized tests require that testing conditions and procedures be the same for all test-takers to insure that results are reliable. The test selected should reflect current norms. A test taken at another location must be administered by a certified teacher or other qualified person and requires the consent of the home district school superintendent. If the test cannot be scored by the test administrator, another qualified person must be found who is mutually agreeable to both parents and the superintendent.

The home district can arrange to include homeschool students in the irregular testing program. If a parent chooses to use a test that has not been ordered for use in the public school of the district, the school district, upon request of the parent, would order the test. The parent would, however, pay for the cost of procuring it. Parents who request the district to provide the test but have it administered elsewhere, are responsible for the cost of any testing facilities, transportation, and/or personnel involved.

With the consent of its chief school officer, testing can also be done by the professional staff at a registered nonpublic school. A *registered* school is authorized to give Regents Examinations. Testing by the professional staff of a non-registered nonpublic school requires both the consent of its chief school officer and that of the home school superintendent.

Test Results

Adequate growth is determined either by a composite score above the 33rd percentile on current national norms, or a score that reflects one academic year of growth as compared to a test administered during or subsequent to the prior school year.

When a student's score falls below the 33rd percentile the program for that student is placed on probation for a period of up to two school years. Probation requires that a plan of remediation to address the deficiencies revealed in the testing be submitted. When the student has progressed to the level specified in the remediation plan, the program is removed from probationary status. If there is reason to believe that a remediation plan is substantially ineffective, the superintendent may require one or more home visits, to determine specific problem areas and the methods for addressing them.

Alternative Evaluation Methods

A written narrative can be substituted for standardized testing in grades one through three. In grades four through eight, a written narrative may be submitted only every other year. With the consent of the home district superintendent, narrative evaluations can be prepared by a certified teacher, a home instruction peer group review panel, or other qualified person. Any costs involved are the responsibility of the parents.

The evaluator interviews the student and reviews a portfolio of their work. The portfolio should include a variety of work samples that demonstrate growth and achievement over the year in several areas. The written narrative that is submitted should describe the work that has been observed and certifies whether the student has made adequate or inadequate academic progress. In the event that progress is inadequate, the program is placed on probation as described above.

Examples of exemplary written narratives are included at the end of this section. The examples are composites of actual reports submitted by homeschoolers. The names are fictitious.

Comprehensive assessment requires planning. It is advisable to make decisions about the annual assessment early in the year so that there is ample time to make arrangements. Arrangements for the annual assessment should be reported on the third quarterly report form. (See Appendix A 6-8)



Deputy Commissioner
Office of Instructional Support
89 Washington Avenue – Room 875 EBA
Albany, New York 12234

Tel: (518) 474-5915
Fax: (518) 486-2233

August 9, 2017

TO: District Superintendents
Superintendents of Public and Nonpublic Schools
Principals of Public and Nonpublic Schools
Leaders of Charter Schools

FROM: Angelica Infante-Green *A. Infante-Green*

SUBJECT: 2017–18 Elementary-and Intermediate-level Testing Schedule

2017–18 School Year

Operational Test		Administration Dates	Make-up Dates	Scoring Dates	Final Dates to Submit Answer Sheets to Scanning Centers
NYSAA English Language Arts, Mathematics, and Science		Monday, March 12 – Friday, June 8	Make-ups must be given within the testing window	N/A	N/A
Grades 3-8 English Language Arts	Paper-based	Wednesday, April 11 – Friday, April 13*	Monday, April 16 – Wednesday, April 18	Monday, April 16 – Thursday, May 3	Thursday, May 3
	Computer-based	Tuesday, April 10 – Tuesday, April 17*	Friday, April 13 – Friday, April 20	Monday, April 16** – Thursday, May 3	NA
Grades 3-8 Mathematics	Paper-based	Tuesday, May 1 – Thursday, May 3*	Friday, May 4 – Wednesday, May 9	Friday, May 4 – Wednesday, May 16	Wednesday, May 16
	Computer-based	Tuesday, May 1 – Tuesday, May 8*	Friday, May 4 – Friday, May 11	Friday, May 4** – Wednesday, May 16	NA
NYSESLAT Speaking		Monday, April 9 – Friday, May 18	Make-ups must be given within the testing window	Speaking is scored as it is administered.	Thursday, May 31
NYSESLAT Listening, Reading, Writing		Monday, May 7 – Friday, May 18	Make-ups must be given within the testing window	Monday, May 21 – Thursday, May 31	Thursday, May 31

* Please refer to the August 2017 memorandum from Deputy Commissioner Angelica Infante-Green for further guidance on the Grades 3-8 English Language Arts and Mathematics testing schedule.

** A teacher may not begin to train for scoring or rate student responses until the primary administration of the specific grade-level test that the teacher will be rating has been administered in that teacher's school.

2017-18 School Year, Continued

Operational Test	Administration Dates	Make-up Dates	Scoring Dates	Final Dates to Submit Answer Sheets to Scanning Centers
Grade 4 Science Performance Test	Wednesday, May 23 – Friday, June 1	Make-ups must be given within the testing window	Scoring may start immediately following administration	Thursday, June 14
Grade 8 Science Performance Test	Wednesday, May 23 – Friday, June 1	Make-ups must be given within the testing window	Scoring may start immediately following administration	Thursday, June 14
Grade 4 Science Written	Monday, June 4	Tuesday, June 5 – Wednesday June 6	Following make-up dates, but no later than Thursday, June 14	Thursday, June 14
Grade 8 Science Written	Monday, June 4	Tuesday, June 5 – Wednesday June 6	Following make-up dates, but no later than Thursday, June 14	Thursday, June 14

Field Test		Administration Dates
Grades 3-8 English Language Arts and Mathematics	Computer-based	Monday, May 21 – Friday, June 8
	Paper-based	Tuesday, May 29 – Friday, June 8
NYSESLAT		Monday, February 26 – Friday, March 9
Grades 4 and 8 Science		Monday, May 7 – Friday, May 18

Home School Testing AECSD Contact Information

Principals – Grades K-6

Principal	School	Phone Number
Kelly Garback	Casey Park Elementary	255-8764
Amanda Simmons	Genesee Elementary	255-8644
Cynthia Lattimore	Herman Elementary	255-8684
Abigail Adams-Snell	Owasco Elementary	255-8724
Amy Mahunik	Seward Elementary	255-8604

Principals – Grades 7-8

Principal	School	Phone Number
David Oliver	Auburn Junior High	255-8484

Guidance Counselors – Auburn High School Grades 9-12

Counselor	Grades 9-11 Last Name Beginning with	Grade 12 Last Name Beginning with	Phone Number
Steve Crosby	A-C	A-Ci and I-J	255-8314
Christine Hoskins-Tardibone	D-Ha	Cl-Gra	255-8317
Greg Walker	He-Me	K-M	255-8318
Jane Stryker	Mi-Sc	N-Sk	255-8311
Erin Shurant	Sl-Z	Sl-Z and Gre-H	255-8321

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
 Office of State Assessment
 Albany, NY 12234

EXAMINATION SCHEDULE: JANUARY 2018

Students must verify with their schools the exact times that they are to report for their State examinations.

JANUARY 22 MONDAY	JANUARY 23 TUESDAY	JANUARY 24 WEDNESDAY	JANUARY 25 THURSDAY
9:15 a.m.	9:15 a.m.	9:15 a.m.	9:15 a.m.
English Language Arts RCT in Mathematics*	RE in U.S. History & Government Geometry	RE in Global History & Geography Physical Setting/Physics* RCT in Reading*	Physical Setting/Earth Science Physical Setting/Chemistry RCT in Global Studies*
1:15 p.m.	1:15 p.m.	1:15 p.m.	<u>Uniform Admission Deadlines</u>
Living Environment RCT in U.S. History & Government*	Algebra I RCT in Writing	Algebra II RCT in Science*	Morning Examinations – 10:00 a.m. Afternoon Examinations – 2:00 p.m.

* Available in Restricted Form only. Each copy of a restricted test is numbered and sealed in its own envelope and must be returned, whether used or unused, to the Department at the end of the examination period.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
 Office of State Assessment
 Albany, New York 12234

EXAMINATION SCHEDULE: JUNE 2018

Students must verify with their schools the exact times that they are to report for their State examinations.

June 5 TUESDAY	June 12 TUESDAY	June 13 WEDNESDAY	June 14 THURSDAY	June 15 FRIDAY	June 18 ^o MONDAY	June 19 TUESDAY	June 20 WEDNESDAY	June 21 THURSDAY	June 22 FRIDAY	
9:15 a.m.	9:15 a.m.	9:15 a.m.	9:15 a.m.	RATING DAY	9:15 a.m.	9:15 a.m.	9:15 a.m.	9:15 a.m.	RATING DAY	
TRANSITION EXAM - RE in Global History & Geography ♦	English Language Arts	RE in U.S. History & Government	Physical Setting/ Earth Science		RCT in Mathematics* <small>^o World Language Assessments suggested date/time: Locally developed Checkpoint A Exams</small>	Geometry	Physical Setting/ Chemistry RCT in Global Studies*	RCT in Reading*		
	1:15 p.m.	1:15 p.m.	1:15 p.m.		1:15 p.m.	1:15 p.m.	1:15 p.m.	1:15 p.m.		Uniform Admission Deadlines Morning Examinations: 10:00 a.m. Afternoon Examinations: 2:00 p.m.
	Algebra I	Living Environment	Algebra II		RCT in U.S. History & Government* <small>^o World Language Assessments suggested date/time: Locally developed Checkpoint B Exams</small>	Physical Setting/ Physics	RCT in Writing	RCT in Science*		

* Available in Restricted Form only. Each copy of a restricted test is numbered and sealed in its own envelope and must be returned, whether used or unused, to the Department at the end of the examination period.

♦ The conversion chart for this exam will be available no later than June 22, 2018.