



September 2015

Teacher-Assessed Student Achievement Data (TAS) Guidance

Guidance documents were developed in collaboration with DCPS teachers, instructional coaches, master educators, school leaders, and central office staff. With approval from their school leaders, teachers may choose to use assessments for TAS other than those described here. School leaders may also choose to require certain assessments or common assessment policies at their schools. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

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TAS Guidance Overview

We believe that a teacher's most important responsibility is to ensure that her/his students learn and grow. Accordingly, we believe that teachers should be held accountable for the achievement of their students. Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning as evidenced by rigorous assessments other than the PARCC.

Each fall, all teachers in Groups 1-6, with their school leader, decide which assessment(s) to use to evaluate their students' achievement. If multiple assessments are used, weighting will be determined. Then, after reviewing baseline data, determinations for specific student achievement targets (called TAS goals) for the year are made. With school leader approval, teachers may adapt, as appropriate, the guidance provided in this document for their TAS goal(s). In all cases, assessments used for TAS should be rigorous, aligned to DCPS content standards, and appropriate for the teacher's classes and students.

After teachers and school leaders have decided on the assessment(s), the student learning targets (scaled on a rubric), and the weights, teachers will enter their TAS goals into the IMPACT database using the TAS Goal Builder. School leaders must approve the choice of assessments, the weights assigned to them, and achievement targets (*please note*: school leaders may also choose to set school-wide achievement targets). In the spring, teachers provide student achievement data to school leaders, who, after verifying the data, assign a score based on the corresponding assessment rubric. TAS scores account for 15% of a teacher's overall IMPACT score.

School-Level Discretion

This document provides key dates in the TAS process, as well as recommendations for addressing common questions in developing TAS goals. While these suggestions offer a method of addressing common TAS questions, all decisions regarding TAS ultimately rest with the school leader. School leaders decide what assessments, weights, goals, and tracking systems are appropriate for their school.

Timeline & Process

- September 10: School Leaders and teachers may begin adding TAS goals in the IMPACT database
- **October 22: Deadline for teachers to submit all TAS goals**
Note: This deadline occurs after the BOY window for most baseline data collection
- **October 29: Deadline for School Leaders to approve all TAS goals**
- October - May: Teachers and school leaders monitor progress on TAS goals
- March: Teachers and school leaders monitor progress on TAS goals
- **Last day of school: Deadline for school leaders to enter final TAS scores**
Note: School leaders set internal deadlines for submission of TAS data at their schools in advance of this deadline.

School leaders should monitor teachers' progress toward each TAS goal to ensure that teachers are collecting data in an appropriate format and that they are on track for making gains in student achievement. By engaging in regular data reviews, school leaders and teachers can maintain communication around TAS throughout the year, make data-guided instructional adjustments, and be better prepared for end-of-the-year TAS scoring.

Curriculum Outside of TAS: Cornerstones and ANET

- **Cornerstones:** TAS goals should not be set around Cornerstones. While Cornerstones are high quality and will drive student mastery of standards, the focus of Cornerstones is on the student experience and deep engagement with new content, rather than on assessment.
- **ANET:** DCPS' interim assessment, ANET (similar to the Unit Assessments, PBA, or PIA used in previous years) should not be used for TAS. While ANET assessments are strong measures of student progress, they are designed to guide re-teaching rather than overall mastery of standards.

Common TAS Questions

How can teachers and school leaders account for teachers who teach multiple subjects?

Teachers who teach multiple subjects in a school year may develop TAS goals for each subject and class, as necessary.

How can teachers and school leaders account for multiple classes of the same subject/departmentalization?

Teachers covering one subject area with multiple classes may set a TAS goal for each section or grade level or one goal for all sections. Teachers and their school leader should determine the most appropriate TAS goal(s) given the school's unique situation.

Can teachers and school leaders set TAS goals that account for multiple grade levels (combination classes)?

Yes. Teachers of classes with students from multiple grades should set TAS goals for each grade level, if the content or standards are different. For example, a teacher with a first/second grade combination class might set a TAS goal(s) for the first grade students and a different TAS goal(s) for the second grade students.

Can teachers and school leaders set semester-long TAS goals?

Yes. For semester-long classes, TAS goals may measure student learning over the course of the semester rather than the full year. If a teacher instructs the same course both semesters or in multiple sections, teachers can set goals that average the achievement of all students over the year, or teachers may set separate goals for each semester. If a teacher is teaching different courses over the two semesters, then separate TAS goals should be set for the students in each course. Teachers and school leaders should indicate in the IMPACT database TAS goals that are for a single semester.

Can teachers and school leaders create TAS goals that account for dual-language programs?

Teachers in dual language programs should set TAS goals based on the content they are teaching. For example, a fourth grade teacher of math in Spanish should use the elementary math section for guidance in setting goals. A fourth grade teacher of reading and writing in Spanish should use the elementary reading and writing sections for guidance in setting goals, but would use Spanish-language assessments to gauge student achievement. Teachers in middle school dual language programs should use the guidance for secondary subject-area classes. For dual-language settings, teachers and school leaders should adjust targets based on the model of the dual-language program. To assess literacy in Spanish, the Evaluación del Desarrollo de la Lectura (EDL) may be used.

Can teachers and school leaders set TAS goals that account for co-teaching and/or inclusion settings?

Yes. Teachers in inclusion model classes should set TAS goals per the division of responsibilities, if any, between the general education and special education teacher. If teachers share equal responsibility for class instruction, both teachers should set identical TAS goals. If the special education teacher is responsible only for a group of students in the class, s/he should set TAS goals only for that group, and the general education teacher should set TAS goals that include all students. If the special education teacher pulls students out of class, that teacher should set TAS goals that include only this group of students. The general education teacher should not set goals that include students who are pulled out for the entire class period. For example, if a student is pulled out for the reading instructional time, the general education teacher should not include that student in her/his TAS reading goal.

How can school leaders and teachers account for student absences or enrollment concerns?

- If a student is absent for the administration of the initial or final TAS assessment, teachers should make every effort to re-administer the assessment as soon as possible upon the student's return.
- If the student is no longer enrolled at the time of the assessment, she/he cannot be included in the calculation of student achievement for that goal.
- Students present for at least 5 weeks in each advisory associated with a TAS goal's term should be included in the calculation of student achievement for that goal.
- For courses with end-of-semester or end-of-year summative assessments, a student should be present for at least 10 weeks of the semester or 20 weeks of the year, respectively, for inclusion in the calculation of student achievement for that goal.

School leaders may use these guidelines or develop additional school-specific guidance in consideration of attendance issues.

Note: At some schools, many students are not enrolled for the entire school year. In these circumstances, teachers and school leaders should determine the most appropriate interval at which to assess student learning.

Under what circumstances will a TAS goal receive a score of a 1?

There are three circumstances whereby a TAS goal may receive a score of a 1:

- If student achievement did not meet the Level 2 or higher target, according to the rubric
- If the data for the assessment cannot be validated by the school leader
- If the assessment administered was not approved by the school leader as the correct assessment for the TAS goal or the assessment was not administered within appropriate parameters

Additionally, if the assessment procedures were not followed, a Core Professionalism deduction in the "Policies and Procedures" section can also be applied. For more information about Core Professionalism, please contact impactdcps@dc.gov or 202-719-6553.

Do teachers who start mid-year set TAS goals?

Yes. All teachers set TAS goals to help guide student achievement. Teachers who start in the middle of the year should set TAS goals within **two weeks** of their first day teaching. Each teacher and her/his school leader are responsible for ensuring that TAS goals are entered within this timeframe. Teachers should set goals that correspond to the portion of the year and subjects they are teaching (i.e., pro-rating targets, etc.).

Where can I receive more support with TAS?

For more information on TAS goal setting, please log into your dashboard in the IMPACT database and select "TAS Supporting Documents." Or, please contact the IMPACT team at impactdcps@dc.gov or 202-719-6553.

Career and Technical Education (CTE)

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC.

Because of the diversity of CTE subjects and courses, teachers and school leaders should decide on the most appropriate assessments and assessment learning goals that correspond to demonstrations of exceptional, significant, some, and little learning for a given CTE course. Assessments that teachers and school leaders may select include:

- Industry-recognized technical skills assessments:** Some CTE courses have incorporated into their curricula an industry-recognized assessment exam to help determine students' competencies in a given set of skills. Teachers and school leaders may use passing rates or averages on these industry assessments, and determine learning goals based on prior experience with the assessments.
- Workplace and internship assessments:** In cases in which CTE coursework includes an internship or work-based learning experience, workplace and internship assessments may also be used to measure students' application of course knowledge and skills. The teacher should develop specific, rigorous standards for mastery, ideally in conjunction with the workplace/internship supervisor.
- Rigorous teacher-created exams:** Teachers may develop rigorous exams to assess student growth and/or mastery of knowledge. Assessing growth requires a pre-assessment at the beginning of the year. This should be done in the same format and graded using the same rubric as the end-of-year assessment. For these courses, the teacher and the school leader should determine learning goals based on average growth on these skill-based assessments. For all cases, average student scores required for a Level 4, 3, 2, or 1 should follow the guidelines in the TAS rubric in the IMPACT guidebook.

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester
		4	3	2	1		
CTE Content Knowledge: A teacher-created standards-based assessment or a third-party, industry-recognized assessment** that measures student mastery of the course.	*	90% or above class average on a 100-point grading scale.	80% class average on a 100-point grading scale.	70% class average on a 100-point grading scale.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	10%	Full Year

*Note: For TAS goals that are measured with an assessment that focuses on mastery, teachers should review baseline data to set appropriate targets and track academic growth over time.

A teacher who wants to use an industry-recognized assessment should consult with the CTE Office, as necessary.

All assessments and weights must be approved by the school leader and the CTE office as necessary/applicable. Please contact impactdcp@dc.gov or 202-719-6553 with questions.

ELA – Text Reading and Comprehension (TRC)

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC.

TRC is an early reading formative assessment for grades K–5 that was designed to help teachers understand student-reading development by measuring progress on a range of skills, from fluency to comprehension. TRC enables teachers to collect detailed running records and assess student comprehension level. Specific guidance is provided for students performing on grade level at the beginning of the year and those not performing on grade level, with examples of how to score each.

Teachers in grades K-5 can use this assessment.

Example TRC Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
Text Reading Comprehension (TRC) assessment. Students will be assessed BOY to EOY.	Identify proficiency level according to mClass.	90% of students increase at least one proficiency level (Far Below to Below, Below to Proficient, etc.) from BOY to EOY OR are Proficient or above at EOY.	80% of students increase at least one proficiency level (Far Below to Below, Below to Proficient, etc.) from BOY to EOY OR are Proficient or above at EOY.	70% of students increase at least one proficiency level (Far Below to Below, Below to Proficient, etc.) from BOY to EOY OR are Proficient or above at EOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	50%	Full Year

How do I locate a baseline for this assessment?

As each individual student will have a different growth expectation for the school year, it is not required that a baseline percentage be entered for this goal. Each student will have a baseline set by the BOY TRC. This should happen within the BOY testing window. Once all BOY student assessments are scored, determine the goal for each student by identifying their BOY proficiency level and the proficiency level they need to get to by the end of the year.

Please note that the proficiency levels are based on the DCPS Revised TRC Benchmark cut-points for School Year 2015-2016. These are designed to correlate with the Atlas book set.

All assessments and weights must be approved by the school leader. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

ELA, Social Studies, Science, Technical Arts – Scholastic Reading Inventory (SRI)

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. The Scholastic Reading Inventory (SRI) measures reading comprehension and reports in Lexile® (L) scores. To understand how much Lexile® growth can be expected of students and how to best interpret growth, Scholastic conducted a study to determine Fall to Spring growth expectations. For the purposes of measuring growth, students' Fall and Spring Lexile® measures will be compared. Projected growth expectations can be determined after completing the SRI BOY assessment by following the instructions below.

Secondary ELA, Social Studies, Science, Technical Arts teachers, and Read 180/System 44 teachers in grades 6-12 can use this assessment.

Example SRI Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
Scholastic Reading Inventory (SRI) assessment. Students will be assessed BOY to EOY.	Beginning-of-year SRI score for each student.	70% of students met their growth expectations range.	60% of students met their growth expectations range.	50% of students met their growth expectations range.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	20%	Full Year

How do I locate a baseline for this assessment?

As each individual student will have a different projected growth expectation for the school year, it is not required that a baseline percentage be entered into the IMPACT database for this goal. In order to find the projected growth expectation for each student, reference the "Growth Goals Report."

Guidelines for determining student SRI growth goals: To determine SRI growth ranges for non-Read 180 students, reference the "Growth Goals Report."

1. **Determine the baseline for the student.** This is displayed as the "first test" and the Lexile® score.
2. **Reference the "Expected Growth in Lexiles" range.** This column provides a range in lexiles of expected growth.
3. **Identify the Spring Lexile® measure and Fall-to-Spring growth expectations range.** The teacher can read across this row to see a student's actual growth and a green/yellow indicator regarding if the student has/has not met their expected growth goal.

Guidelines for Read 180 teachers: Average growth expectation should be viewed as a function of the individual student’s initial Lexile® measure. Intervention teachers can use Table A1 to determine typical growth for their students as a cohort and as individuals and create growth plans that are based on Fall Lexile® measure. Students participating in an intensive reading intervention should be expected to make additional gains beyond the average growth for their initial Lexile® level. If gains are not made over time, an increase in intensity of services or a new placement may be needed.

Example SRI Goal for students who are in intervention:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
Scholastic Reading Inventory (SRI). Students will be assessed quarterly.	Beginning-of-year SRI score for each student.	80% of students exceed their growth expectations.	70% of students exceed their growth expectations.	60% of students exceed their growth expectations.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	50%	Full Year

How do I locate a baseline for this assessment?

As each individual student will have a different projected growth expectation range for the school year, it is not required that a baseline percentage be entered into the IMPACT database for this goal. In order to find the projected growth expectation for each student, complete the SRI BOY assessment and determine their individual projected growth expectations using the linked chart on the previous page.

NOTE: As many states adopt more rigorous standards for content and assessment, Scholastic has partnered with Meta Metrics to determine Lexile® performance bands that align with college readiness in the 21st century. Schools will implement these revised SRI CC Lexile® performance bands as part of SAM and Gains reports each fall. Please note that while the proficiency bands have changed, the SRI growth expectations will remain the same.

The Growth Goals report in SAM shows expected growth in Lexiles® for each student based on grade level and initial Lexile® score. Use the Growth Goals report to help you set yearly Lexile® growth goals for students. Note that Lexile® growth is typically greater for younger and/or less proficient readers but may be influenced by many factors, including language proficiency, developmental ability and degree of instructional intervention, among others.

All assessments and weights must be approved by the school leader. Please contact impactdpcs@dc.gov or 202-719-6553 with questions.

ELA – Foundations Unit Tests

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. The purpose of this document is to further explain the TAS guidance provided for elementary classrooms, grades K-2, for schools using Foundations Unit Test Scores. Foundations Unit Tests measure student proficiency with concepts taught during the phonics component of the 120-minute literacy block. Given that teachers cannot move forward in the program until at least 80% of students achieve a score of 80% or higher on the Foundations Unit Tests, TAS goals in this area focus on how far in the curriculum the class gets.

Teachers in grades K-2 who use Foundations may use this assessment.

Example Foundations Kindergarten Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
Fundations Unit Tests: Kindergarten	*	5/5 of the Fundations Unit tests are completed and 80% of the class demonstrates 80% mastery on these tests as evidenced by using a unit test tracker.	4/5 of the Fundations Unit tests are completed and 80% of the class demonstrates 80% mastery on these tests as evidenced by using a unit test tracker.	3/5 of the Fundations Unit tests are completed and 80% of the class demonstrates 80% mastery on these tests as evidenced by using a unit test tracker.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	50%	Full Year

Example Foundations Grade 1 Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
Fundations Unit Tests: Grade 1	*	12/14 or more of the Fundations Unit tests are completed and 80% of the class demonstrates 80% mastery on these tests as evidenced by using a unit test tracker.	10/14 of the Fundations Unit tests are completed and 80% of the class demonstrates 80% mastery on these tests as evidenced by using a unit test tracker.	7/14 of the Fundations Unit tests are completed and 80% of the class demonstrates 80% mastery on these tests as evidenced by using a unit test tracker..	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	50%	Full Year

Example Foundations Grade 2 Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
Fundations Unit Tests: Grade 2	*	15/17 or more of the Fundations Unit tests are completed and 80% of the class demonstrates 80% mastery on these tests as evidenced by using a unit test tracker.	12/17 of the Fundations Unit tests are completed and 80% of the class demonstrates 80% mastery on these tests as evidenced by using a unit test tracker.	7/17 of the Fundations Unit tests are completed and 80% of the class demonstrates 80% mastery on these tests as evidenced by using a unit test tracker.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	50%	Full Year

*Note: For TAS goals that are measured with an assessment that focuses on mastery, teachers should review baseline data to set appropriate targets and track academic growth over time.

All assessments and weights must be approved by the school leader. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

ELA, Social Studies & Science – Evidence-Based Response Writing (EBRW)

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. General Education, ELA, Social Studies, and Science teachers in grades K-12 may use the Evidence Based Response Writing for TAS.

Example Evidence-Based Response Writing (EBRW) Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
Evidence-Based Response Writing (EBRW): An independently written piece scored on one of the PARCC, LDC, or other 4-point rubric, as selected by teacher and school leader. (Same rubric BOY and EOY.)	XX point average student rubric score on BOY baseline assessment.	1.5 points of average growth on the 4 point PARCC rubric from BOY to EOY OR average student rubric score of 3.5 or above at EOY.	1.0 points of average growth on the 4 point PARCC rubric from BOY to EOY OR average student rubric scores of 3 or above at EOY.	0.5 points of average growth on the 4 point PARCC rubric from BOY to EOY OR average student rubric scores of 2 or above at EOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	50%	Full Year

When using performance-based writing assessments, teachers should compare like-assessments: literary analysis, research simulation, and narrative. Resources may be used to find texts for EBRW, such as Achieve the Core (<http://achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12/page/1035/annotated-mini-assessments-list-pg>)

Note: Cornerstones and ANET are not recommended for use with TAS for the 2015-2016 school year.

How do I locate a baseline for this assessment?

To find a baseline for this goal, administer a BOY assessment during the first 4 weeks of school and score using the PARCC, LDC, or other 4-point rubric for the appropriate grade being assessed. Your baseline will be the average of all student scores on the BOY Assessment. Growth will be measured as the difference between the BOY Assessment and the EOY Assessment.

All assessments and weights must be approved by the school leader. Please contact impactdcp@dc.gov or 202-719-6553 with questions.

ELL – WIDA MODEL and Portfolio Assessment for Pre-Kindergarten

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. For teachers of Pre-Kindergarten English Language Learners, Language Acquisition Division (LAD) suggests that teachers use the WIDA MODEL examination to assess listening and speaking and a portfolio assessment to demonstrate growth in pre-reading and writing skills. The WIDA MODEL (Measure of Developing English Language) is a series of English language proficiency assessments. For Pre-K ELLs, the Kindergarten WIDA MODEL may be used to assess the language domains of listening and speaking. To develop a portfolio assessment for reading and writing, writing samples and notes documenting reading behaviors should be collected throughout the school year and assessed using the Pre-K/K WIDA Writing Rubric, the WIDA English Language Development Standards and the WIDA CAN-DO Descriptors to evaluate language development in the area of reading and writing for Pre-K ELLs.

Example Pre-Kindergarten WIDA MODEL Listening Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
Pre-Kindergarten WIDA MODEL: Listening Assessment	Beginning-of-year WIDA MODEL score for each student.	80% of ELLs increase at least 1 proficiency level from BOY to EOY or attain a Level 5 or above by EOY.	70% of ELLs increase at least 1 proficiency level from BOY to EOY or attain a Level 5 or above by EOY.	60% of ELLs increase at least 1 proficiency level from BOY to EOY or attain a Level 5 or above by EOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	25%	Full Year

How do I locate a baseline for this assessment?

Teachers must administer the WIDA MODEL in the Fall to establish baseline scores. Growth is measured as the difference between the baseline assessment and the EOY assessment. As each individual student will have a different score on the BOY WIDA MODEL, it is not required that a baseline percentage be entered into the IMPACT database for this goal.

Example Pre-Kindergarten WIDA MODEL Speaking Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
Pre-Kindergarten WIDA MODEL: Speaking Assessment	Beginning-of-year WIDA MODEL score for each student.	80% of ELLs increase at least 1 proficiency level from BOY to EOY or attain a Level 5 or above by EOY.	70% of ELLs increase at least 1 proficiency level from BOY to EOY or attain a Level 5 or above by EOY.	60% of ELLs increase at least 1 proficiency level from BOY to EOY or attain a Level 5 or above by EOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	25%	Full Year

How do I locate a baseline for this assessment?

Teachers must administer the WIDA MODEL in the Fall to establish baseline scores. Growth is measured as the difference between the baseline assessment and the EOY assessment. As each individual student will have a different score on the BOY WIDA MODEL, it is not required that a baseline percentage be entered into the IMPACT database for this goal.

Example Pre-Kindergarten WIDA Standards-Based Reading Portfolio Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
Pre-Kindergarten WIDA MODEL: Standards-based reading portfolio assessment	Beginning-of-year reading portfolio assessment for each student.	80% of ELLs increase at least 1 proficiency level from BOY to EOY or attain a Level 5 or above by EOY.	70% of ELLs increase at least 1 proficiency level from BOY to EOY or attain a Level 5 or above by EOY.	60% of ELLs increase at least 1 proficiency level from BOY to EOY or attain a Level 5 or above by EOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	25%	Full Year

How do I locate a baseline for this assessment?

Teachers must collect evidence of reading behaviors and pre-literacy skills in the fall and assess language proficiency levels using the WIDA Pre-K/K Reading Standards to establish baseline scores. Growth is measured as the difference between the baseline assessment and the EOY assessment. As each individual student will have a different score on the BOY portfolio assessment, it is not required that a baseline percentage be entered into the IMPACT database for this goal.

Example Pre-Kindergarten WIDA Standards-Based Writing Portfolio Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
Pre-Kindergarten WIDA MODEL: Standards-based writing portfolio assessment	Beginning-of-year writing portfolio assessment for each student.	80% of ELLs increase at least 1 proficiency level from BOY to EOY or attain a Level 5 or above by EOY.	70% of ELLs increase at least 1 proficiency level from BOY to EOY or attain a Level 5 or above by EOY.	60% of ELLs increase at least 1 proficiency level from BOY to EOY or attain a Level 5 or above by EOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	25%	Full Year

How do I locate a baseline for this assessment?

Teachers must collect evidence of writing and pre-literacy skills in the fall and assess language proficiency levels using the WIDA Pre-K/K Writing Rubric to establish baseline scores. Growth is measured as the difference between the baseline assessment and the EOY assessment. As each individual student will have a different score on the BOY portfolio assessment, it is not required that a baseline percentage be entered into the IMPACT database for this goal.

School leaders and teachers may clarify at the beginning of the year which students will be counted for the teacher's TAS score. For instance, if a student is already proficient in speaking, the student would not be included in a teacher's data set for speaking but would be included for listening, reading and writing. The Language Acquisition Division (LAD) can provide schools with assistance in obtaining copies of the WIDA MODEL examination and can provide technical assistance on the administration of the WIDA MODEL and on establishing reading and writing portfolios. LAD can also provide teachers with sample spreadsheets to use to maintain student TAS data.

All assessments and weights must be approved by the school leader. Please contact impactdcp@dc.gov or 202-719-6553 with questions.

ELL– WIDA MODEL for Kindergarten

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. The WIDA MODEL is aligned with the WIDA English Language Proficiency Standards and the ACCESS for ELL examination. The WIDA MODEL (Measure of Developing English Language) is a series of English language proficiency assessments for Kindergarten through Grade 12. The WIDA MODEL assesses the four language domains of listening, speaking, reading, and writing.

For teachers of kindergarten English Language Learners, Language Acquisition Division (LAD) suggests the use of the WIDA MODEL examination.

Example Kindergarten WIDA MODEL Reading Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
Kindergarten WIDA MODEL: Reading Assessment	Beginning-of-year WIDA MODEL score for each student.	80% of ELLs increase at least 1 proficiency level from BOY to EOY or attain a Level 5 or above by EOY.	70% of ELLs increase at least 1 proficiency level from BOY to EOY or attain a Level 5 or above by EOY.	60% of ELLs increase at least 1 proficiency level from BOY to EOY or attain a Level 5 or above by EOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	35%	Full Year

How do I locate a baseline for this assessment?

Teachers must administer the WIDA MODEL in the Fall to establish baseline scores. Growth is measured as the difference between the baseline assessment and the EOY assessment. As each individual student will have a different score on the BOY WIDA MODEL, it is not required that a baseline percentage be entered into the IMPACT database for this goal.

Example Kindergarten WIDA MODEL Writing Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
Kindergarten WIDA MODEL: Writing Assessment	Beginning-of-year WIDA MODEL score for each student.	80% of ELLs increase at least 1 proficiency level from BOY to EOY or attain a Level 5 or above by EOY.	70% of ELLs increase at least 1 proficiency level from BOY to EOY or attain a Level 5 or above by EOY.	60% of ELLs increase at least 1 proficiency level from BOY to EOY or attain a Level 5 or above by EOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	35%	Full Year

How do I locate a baseline for this assessment?

Teachers must administer the WIDA MODEL in the Fall to establish baseline scores. Growth is measured as the difference between the baseline assessment and the EOY assessment. As each individual student will have a different score on the BOY WIDA MODEL, it is not required that a baseline percentage be entered into the IMPACT database for this goal.

Example Kindergarten WIDA MODEL Listening Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
Kindergarten WIDA MODEL: Listening Assessment	Beginning-of-year WIDA MODEL score for each student.	80% of ELLs increase at least 1 proficiency level from BOY to EOY or attain a Level 5 or above by EOY.	70% of ELLs increase at least 1 proficiency level from BOY to EOY or attain a Level 5 or above by EOY.	60% of ELLs increase at least 1 proficiency level from BOY to EOY or attain a Level 5 or above by EOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	15%	Full Year

How do I locate a baseline for this assessment?

Teachers must administer the WIDA MODEL in the Fall to establish baseline scores. Growth is measured as the difference between the baseline assessment and the EOY assessment. As each individual student will have a different score on the BOY WIDA MODEL, it is not required that a baseline percentage be entered into the IMPACT database for this goal.

Example Kindergarten WIDA MODEL Speaking Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
Kindergarten WIDA MODEL: Speaking Assessment	Beginning-of-year WIDA MODEL score for each student.	80% of ELLs increase at least 1 proficiency level from BOY to EOY or attain a Level 5 or above by EOY.	70% of ELLs increase at least 1 proficiency level from BOY to EOY or attain a Level 5 or above by EOY.	60% of ELLs increase at least 1 proficiency level from BOY to EOY or attain a Level 5 or above by EOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	15%	Full Year

How do I locate a baseline for this assessment?

Teachers must administer the WIDA MODEL in the Fall to establish baseline scores. Growth is measured as the difference between the baseline assessment and the EOY assessment. As each individual student will have a different score on the BOY WIDA MODEL, it is not required that a baseline percentage be entered into the IMPACT database for this goal.

School leaders and teachers may clarify at the beginning of the year which students will be counted for the teacher's TAS score. For instance, if a student is already proficient in speaking, the student would not be included in a teacher's data set for speaking but would be included for listening, reading and writing.

The Language Acquisition Division (LAD) can provide schools with assistance in obtaining copies of the WIDA MODEL examination and can provide technical assistance on the administration of the WIDA MODEL. LAD can also provide teachers with sample spreadsheets to use to maintain student TAS data for the WIDA MODEL examination.

All assessments and weights must be approved by the school leader. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

ELL – WIDA MODEL (Grades 1-12)

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. The WIDA MODEL is aligned with the WIDA English Language Proficiency Standards and the ACCESS for ELL examination. The WIDA MODEL (Measure of Developing English Language) is a series of English language proficiency assessments for kindergarten through grade 12. The WIDA MODEL assesses the four language domains of listening, speaking, reading, and writing. For teachers of English Language Learners in grades 1- 12, the Language Acquisition Division (LAD) suggests the use of the WIDA MODEL examination.

Example WIDA MODEL Reading Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
WIDA MODEL: Reading Assessment	Beginning-of-year WIDA MODEL score for each student.	70% of ELLs increase their proficiency level by at least 0.9 from BOY to EOY or attain level 5 by EOY.	70% of ELLs increase their proficiency level by at least 0.6 from BOY to EOY or attain level 5 by EOY.	70% of ELLs increase their proficiency level by at least 0.4 from BOY to EOY or attain level 5 by EOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	35%	Full Year

How do I locate a baseline for this assessment?

As the WIDA MODEL assessment is aligned with the ACCESS for ELLs, students' ACCESS for ELLs scores from Spring 2015 may be used as baseline data for TAS. WIDA ACCESS Placement Test (WAPT) can also be used to determine baseline. Growth is measured as the difference between the baseline assessment and the EOY assessment. As each individual student will have a different score on the BOY WIDA MODEL, it is not required that a baseline percentage be entered into the IMPACT database for this goal.

Example WIDA MODEL Writing Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
WIDA MODEL: Writing Assessment	Beginning-of-year WIDA MODEL score for each student.	70% (or more) of ELLs increase their proficiency level by at least 0.9 from BOY to EOY or attain level 5 by EOY.	70% (or more) of ELLs increase their proficiency level by at least 0.6 from BOY to EOY or attain level 5 by EOY.	70% (or more) of ELLs increase their proficiency level by at least 0.4 from BOY to EOY or attain level 5 by EOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	35%	Full Year

How do I locate a baseline for this assessment?

As the WIDA MODEL assessment is aligned with the ACCESS for ELLs, students' ACCESS for ELLs scores from Spring 2015 may be used as baseline data for TAS. WIDA ACCESS Placement Test (WAPT) can also be used to determine baseline. Growth is measured as the difference between the baseline assessment and the EOY assessment. As each individual student will have a different score on the BOY WIDA MODEL, it is not required that a baseline percentage be entered into the IMPACT database for this goal.

Example WIDA MODEL Listening Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
WIDA MODEL: Listening Assessment	Beginning-of-year WIDA MODEL score for each student.	70% (or more) of ELLs increase their proficiency level by at least 0.9 from BOY to EOY or attain level 5 by EOY.	70% (or more) of ELLs increase their proficiency level by at least 0.6 from BOY to EOY or attain level 5 by EOY.	70% (or more) of ELLs increase their proficiency level by at least 0.4 from BOY to EOY or attain level 5 by EOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	15%	Full Year

How do I locate a baseline for this assessment?

As the WIDA MODEL assessment is aligned with the ACCESS for ELLs, students' ACCESS for ELLs scores from Spring 2015 may be used as baseline data for TAS. WIDA ACCESS Placement Test (WAPT) can also be used to determine baseline. Growth is measured as the difference between the baseline assessment and the EOY assessment. As each individual student will have a different score on the BOY WIDA MODEL, it is not required that a baseline percentage be entered into the IMPACT database for this goal.

Example WIDA MODEL Speaking Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
WIDA MODEL: Speaking Assessment	Beginning-of-year WIDA MODEL score for each student.	70% (or more) of ELLs increase their proficiency level by at least 0.9 from BOY to EOY or attain level 5 by EOY.	70% (or more) of ELLs increase their proficiency level by at least 0.6 from BOY to EOY or attain level 5 by EOY.	70% (or more) of ELLs increase their proficiency level by at least 0.4 from BOY to EOY or attain level 5 by EOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	15%	Full Year

How do I locate a baseline for this assessment?

As the WIDA MODEL assessment is aligned with the ACCESS for ELLs, students' ACCESS for ELLs scores from Spring 2015 may be used as baseline data for TAS. WIDA ACCESS Placement Test (WAPT) can also be used to determine baseline. Growth is measured as the difference between the baseline assessment and the EOY assessment. As each individual student will have a different score on the BOY WIDA MODEL, it is not required that a baseline percentage be entered into the IMPACT database for this goal.

The goals listed above are based on the Annual Measurable Achievement Objectives (AMAO) growth targets set by OSSE. The AMAO growth target is for 63 percent of ELLs to make .6 level growth on the ACCESS for ELLs examination. LAD uses AMAO targets as a base for the TAS guidelines. As the WIDA MODEL assessment is aligned with the ACCESS for ELLs, students' ACCESS for ELLs scores from the 2015 test administration may be used as baseline data for TAS for the 2015-2016 school year. School leaders and teachers may clarify at the beginning of the year which students will be counted for the teacher's TAS score. For instance, if a teacher does not actually work with a certain English Language Learner in the school, this student should not be counted.

The Language Acquisition Division (LAD) can provide schools with assistance in obtaining copies of the WIDA MODEL examination and can provide technical assistance on the administration of the WIDA MODEL. LAD can also provide teachers with sample spreadsheets to use to maintain student TAS data for the WIDA MODEL examination.

All assessments and weights must be approved by the school leader. Please contact impactdpcs@dc.gov or 202-719-6553 with questions.

Math – Agile Mind® Algebra

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. Agile Mind® is a curricular and assessment resource for Algebra I, aligned to the Common Core State Standards and the PARCC.

Teachers of Algebra I may use this assessment.

Example Agile Mind Algebra Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
Agile Mind® Beginning and End-of-the-Year Assessments that measure students' ability to demonstrate knowledge of mathematical concepts aligned to the standards.	% of students who scored 70% or above on BOY Pre-Algebra assessment.	90% of students earned a score of 70% or above on EOY Agile Mind assessment.	75% of students earned a score of 70% or above on EOY Agile Mind assessment.	50% of students earned a score of 70% or above on EOY Agile Mind assessment.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	25%	Full Year

How do I locate a baseline for this assessment?

To set a baseline using Agile Mind® Algebra, administer the Agile Mind® BOY Pre-Algebra assessment within the first four weeks of school. The diagnostic assessment can be found at the My Agile Assessment tab. Once all diagnostic student assessments have been scored, determine the mean score for all students; this will be your baseline.

The beginning-of-the-year test measures pre-algebraic skills. The end-of-year tests algebra skills and knowledge.

The BOY and EOY assessments should each be administered once and that first administration of the assessment should be used to score TAS.

All assessments, and weights must be approved by the school leader. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

Math – Agile Mind® Geometry

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. Agile Mind® is a curricular and assessment resource for Geometry, aligned to the Common Core State Standards and the PARCC.

Teachers of Geometry may use this assessment.

Example Agile Mind Algebra Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
Agile Mind® Beginning and End-of-the-Year Assessments that measure students' ability to demonstrate knowledge of mathematical concepts aligned to the standards.	% of students who scored 70% or above on BOY assessment.	90% of students earned a score of 70% or above on EOY Agile Mind assessment.	75% of students earned a score of 70% or above on EOY Agile Mind assessment.	50% of students earned a score of 70% or above on EOY Agile Mind assessment.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	25%	Full Year

How do I locate a baseline for this assessment?

To set a baseline using Agile Mind® Geometry, administer the Agile Mind® BOY Pre-Geometry assessment within the first four weeks of school. The diagnostic assessment can be found at the My Agile Assessment tab. Once all diagnostic student assessments have been scored, determine the mean score for all students; this will be your baseline.

The BOY and EOY assessments should each be administered once and that first administration of the assessment should be used to score TAS.

All assessments, and weights must be approved by the school leader. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

Math – i-Ready®

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. i-Ready® Math Diagnostic test is an adaptive online Common Core aligned assessment designed to help teachers pinpoint areas of strength and areas of need for each student by providing data on the strands of number and operations, algebra and algebraic thinking, measurement and data, and geometry, as well as an overall mathematics score.

Teachers in grades 2 through 8 may use this assessment.

Example i-Ready Goal based on Average Class Growth:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
i-Ready® Math Diagnostic Assessment: A comparison will be done to measure average academic growth of the class from the BOY diagnostic assessment to the EOY assessment.	BOY i-Ready® Diagnostic Assessment score for each student.	XX points average class growth on the math diagnostic from BOY to EOY on the overall scaled score.	XX points average class growth on the math diagnostic from BOY to EOY on the overall scaled score.	XX points average class growth on the math diagnostic from BOY to EOY on the overall scaled score.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	100%	Full Year

Example growth goals can be determined based on the chart below. For example, a 3rd grade teacher may indicate that 74 points in growth will be a Level 4. This teacher would calculate a class’s growth by simply calculating the gain for each student (EOY diagnostic test minus BOY diagnostic test) and then take the average of these gains. Note: For students, who have declined in scores from BOY to EOY, assign a “zero” (and not a negative value) for their score when calculating the average.

***i-Ready* Diagnostic Scale Score Increases to Achieve Specified Years of Growth in Mathematics**
Growth targets are for all students in a chronological grade, independent of placement level in *i-Ready*.

	MATHEMATICS							
	0.75 Year Ranges	0.75 Year Suggestion	1.0 Year Ranges	1.0 Year Suggestion	1.5 Year Ranges	1.5 Year Suggestion	2.0 Year Ranges	2.0 Year Suggestion
Grade K	24 – 30	24	32 – 41	32	48 – 62	62	64 – 82	82
Grade 1	24 – 30	24	32 – 41	32	48 – 62	62	64 – 82	82
Grade 2	22 – 28	22	30 – 39	30	45 – 59	59	60 – 78	78
Grade 3	21 – 27	21	28 – 37	28	42 – 56	56	56 – 74	74
Grade 4	16 – 23	16	22 – 31	22	33 – 47	47	44 – 62	62
Grade 5	16 – 23	16	22 – 31	22	33 – 47	47	44 – 62	62
Grade 6	9 – 17	9	13 – 23	13	20 – 35	35	26 – 46	46
Grade 7	9 – 17	9	13 – 23	13	20 – 35	35	26 – 46	46
Grade 8	9 – 17	9	13 – 23	13	20 – 35	35	26 – 46	46
Grade 9	9 – 18	9	13 – 25	13	20 – 38	38	26 – 50	50
Grade 10	9 – 18	9	13 – 25	13	20 – 38	38	26 – 50	50
Grade 11	9 – 18	9	13 – 25	13	20 – 38	38	26 – 50	50
Grade 12	9 – 18	9	13 – 25	13	20 – 38	38	26 – 50	50

A second option is to set a goal based on an i-Ready class average at EOY. The averages below are aligned to i-Ready guidance by grade level.

Example i-Ready Goal for 2nd grade based on Class Average (on-grade level performance):

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
i-Ready® Math Diagnostic Assessment: A comparison will be done to measure average academic growth of the class from the BOY diagnostic assessment to the EOY assessment.	BOY i-Ready® Diagnostic Assessment score for each student.	90% of the class is on grade level (430 points for 2 nd grade) at EOY.	70% of the class is on grade level (430 points for 2 nd grade) at EOY.	50% of the class is on grade level (430 points for 2 nd grade) at EOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	100%	Full Year

Example i-Ready Goal for 3rd grade based on Class Average (on-grade level performance):

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
i-Ready® Math Diagnostic Assessment: A comparison will be done to measure average academic growth of the class from the BOY diagnostic assessment to the EOY assessment.	BOY i-Ready® Diagnostic Assessment score for each student.	90% of the class is on grade level (451 points for 3 rd grade) at EOY.	70% of the class is on grade level (451 points for 3 rd grade) at EOY.	50% of the class is on grade level (451 points for 3 rd grade) at EOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	100%	Full Year

Example i-Ready Goal for 4th grade based on Class Average (on-grade level performance):

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
i-Ready® Math Diagnostic Assessment: A comparison will be done to measure average academic growth of the class from the BOY diagnostic assessment to the EOY assessment.	BOY i-Ready® Diagnostic Assessment score for each student.	90% of the class is on grade level (465 points for 4 th grade) at EOY.	70% of the class is on grade level (465 points for 4 th grade) at EOY.	50% of the class is on grade level (465 points for 4 th grade) at EOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	100%	Full Year

Example i-Ready Goal for 5th grade based on Class Average (on-grade level performance):

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
i-Ready® Math Diagnostic Assessment: A comparison will be done to measure average academic growth of the class from the BOY diagnostic assessment to the EOY assessment.	BOY i-Ready® Diagnostic Assessment score for each student.	90% of the class is on grade level (480 points for 5 th grade) at EOY.	70% of the class is on grade level (480 points for 5 th grade) at EOY.	50% of the class is on grade level (480 points for 5 th grade) at EOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	100%	Full Year

Example i-Ready Goal for 6th grade based on Class Average (on-grade level performance):

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
i-Ready® Math Diagnostic Assessment: A comparison will be done to measure average academic growth of the class from the BOY diagnostic assessment to the EOY assessment.	BOY i-Ready® Diagnostic Assessment score for each student.	90% of the class is on grade level (495 points for 6 th grade) at EOY.	70% of the class is on grade level (495 points for 6 th grade) at EOY..	50% of the class is on grade level (495 points for 6 th grade) at EOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	100%	Full Year

Example i-Ready Goal for 7th grade based on Class Average (on-grade level performance):

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
i-Ready® Math Diagnostic Assessment: A comparison will be done to measure average academic growth of the class from the BOY diagnostic assessment to the EOY assessment.	BOY i-Ready® Diagnostic Assessment score for each student.	90% of the class is on grade level (508 points for 7 th grade) at EOY.	70% of the class is on grade level (508 points for 7 th grade) at EOY.	50% of the class is on grade level (508 points for 7 th grade) at EOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	100%	Full Year

Example i-Ready Goal for 8th grade based on Class Average (on-grade level performance):

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
i-Ready® Math Diagnostic Assessment: A comparison will be done to measure average academic growth of the class from the BOY diagnostic assessment to the EOY assessment.	BOY i-Ready® Diagnostic Assessment score for each student.	90% of the class is on grade level (518 points for 8 th grade) at EOY.	70% of the class is on grade level (518 points for 8 th grade) at EOY.	50% of the class is on grade level (518 points for 8 th grade) at EOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	100%	Full Year

The table provides the on-level ranges for each grade level. “On-grade level” is defined as the minimum score for the early stage of each grade.

On Level Ranges	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Early	363 - 375	404 - 415	430 - 445	451 - 466	465 - 483	480 - 497	495 - 513	508 - 530	518 - 540	515 - 555	556 - 585	564 - 589	572 - 601
Mid	376 - 411	416 - 454	446 - 496	467 - 506	484 - 516	498 - 526	514 - 540	531 - 564	541 - 574	556 - 585	586 - 598	590 - 610	602 - 629
Late	412 - 454	455 - 496	497 - 506	507 - 516	517 - 526	527 - 540	541 - 564	565 - 574	575 - 585	586 - 598	599 - 610	611 - 629	630 - 800

How do I locate a baseline for this assessment?

To gather baseline data, administer the i-Ready® Math Diagnostic during the BOY testing window. To calculate growth for a class, calculate the gain for each student (EOY Diagnostic minus BOY Diagnostic).

All assessments, and weights must be approved by the school leader. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

Math – ST Math

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. ST Math is a mastery-based digital content provider. Students must achieve 100% mastery of math problems before moving to the next lesson (considered “syllabus progress”); depending on how many tries it takes for students to complete that mastery and how students perform on short pre- and post-quizzes, students may receive a mark for “standards mastery.” Both syllabus progress and standards mastery are crucial components of effective ST Math implementation, which is reflected in this TAS goal.

Teachers in grades K-8 who use ST Math may use this assessment.

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
ST Math	*	The class reaches at least the 70% mark in the “Class Average” indicator and the 60% mark in “Standards Mastery”	The class reaches at least the 60% mark in the “Class Average” indicator and the 50% mark in “Standards Mastery”	The class reaches at least the 50% mark in the “Class Average” indicator and the 40% mark in “Standards Mastery”	<i>Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.</i>	50%	Full Year

*Note: For TAS goals that are measured with an assessment that focuses on mastery, teachers should review baseline data to set appropriate targets and track academic growth over time.

All assessments and weights must be approved by the school leader. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

Pre-K - GOLD™

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. For PK3 & PK4 (3- and 4-year-old) classes, DCPS suggests that teachers use the *Teaching Strategies GOLD®* assessment for TAS.

GOLD™ is an ongoing, observation-based assessment system that gives teachers insight into how children are learning and the progress they are making. Using the system throughout the year will enable teachers to modify instruction, track progress, and provide individualized support to students.

Administrators will have three options for using GOLD™ to calculate TAS scores:

Option 1: Calculating the average amount of student growth between the beginning and end of year

Option 1a: Growth scores in Social Emotional and Language are weighted 25% each, and Physical-Gross Motor, Physical-Fine Motor, Cognition, Literacy, and Math are weighted 10% each. **This is the scoring option that the Early Childhood Education Division recommends using.**

Option 1b: Growth scores are averaged across the seven domains.

Option 2: Calculating the percentage of students who are “Exceeding Expectations” by the end of the year.

NOTE: *Option 1a and 2 are new in the 2015-2016 school year.*

Option 1: Calculating TAS using average student growth. When calculating average student growth, at the end of the year, student growth in each of the seven GOLD™ domains will be averaged across all students within each class. This data will be translated into a TAS score between 1 and 4 using the adjusted growth scales on the following page. Domain-level TAS scores will then be averaged, weighted according to Option 1a or 1b, across all seven domains to give each teacher an overall score between 1.0 and 4.0. The school leader will enter the score into the IMPACT database as the teacher’s TAS score.

Example GOLD™ Growth Goal using Option 1a:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
GOLD™	*	Weighted average of seven domains using the TAS Score Rubric for Growth goals (25% Social Emotional, 25% Language, 10% for each remaining five GOLD domains). Note: New in 2015-16.	Weighted average of seven domains using the TAS Score Rubric for Growth goals (25% Social Emotional, 25% Language, 10% for each remaining five GOLD domains). Note: New in 2015-16.	Weighted average of seven domains using the TAS Score Rubric for Growth goals (25% Social Emotional, 25% Language, 10% for each remaining five GOLD domains). Note: New in 2015-16.	Weighted average of seven domains using the TAS Score Rubric for Growth goals (25% Social Emotional, 25% Language, 10% for each remaining five GOLD domains). Note: New in 2015-16.	100%	Full Year

Example GOLD™ Growth Goal using Option 1b:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
GOLD™	*	Average of the seven domains using the TAS Score Rubric for Growth Goals.	Average of the seven domains using the TAS Score Rubric for Growth Goals.	Average of the seven domains using the TAS Score Rubric for Growth Goals.	Average of the seven domains using the TAS Score Rubric for Growth Goals.	100%	Full Year

How do I locate a baseline for this assessment?

*Note: Due to the timing of the first GOLD™ checkpoint period (early November), baseline scores of students in PK3 & PK4 classrooms cannot be entered by those teachers using GOLD™ for their TAS goals. However, final scores are calculated using both Fall and Spring checkpoint periods.

If data is not entered for one or more of the seven domains or if less than 70% of students on teachers' GOLD™ rosters have data at both checkpoints; "Incomplete Data" will be displayed instead of a score for the affected domain as well as for the "Total Recommended TAS Score." Specifically, in the event that a teacher is unable to enter a sufficient number of student ratings for the Fall checkpoint, teachers should adjust their TAS goals immediately by contacting the IMPACT team at impactdcps@dc.gov or 202.719.6553.

The scales and cut-offs used for calculating scores on the seven domains follow, and further information on understanding GOLD™TAS Reports are on the next two pages.

GOLD™ TAS Score Rubric for Growth Scores

Growth scores in each domain are calculated using data from the first (Fall) and the last (Spring) checkpoints.

Four Year Olds (Blue Band)	1	2	3	4
Social-Emotional	No Growth	1 through 9.0	9.1 through 18.0	18.1 +
Gross Motor	No Growth	1 through 3.0	3.1 through 6.0	6.1 +
Fine Motor	No Growth	1 through 2	2.1 through 4.0	4.1+
Language	No Growth	1 through 6.0	6.1 through 12.0	12.1 +
Cognitive	No Growth	1 through 11.0	11.1 through 22.0	22.1 +
Literacy	No Growth	1 through 18.0	18.1 through 36.0	36.1 +
Math	No Growth	1 through 7.0	7.1 through 15.0	15.1 +

Three Year Olds (Green Band)	1	2	3	4
Social-Emotional	No Growth	1 through 8.0	8.1 through 18.0	18.1 +
Gross Motor	No Growth	1 through 3.0	3.1 through 5.0	5.1 +
Fine Motor	No Growth	1 through 3.0	3.1 through 5.0	5.1 +
Language	No Growth	1 through 6.0	6.1 through 12.0	12.1+
Cognitive	No Growth	1 through 10.0	10.1 through 20.0	20.1 +
Literacy	No Growth	1 through 12.0	12.1 through 24.0	24.1 +
Math	No Growth	1 through 7.0	7.1 through 14.0	14.1 +

Understanding the GOLD™ TAS Student Growth Report

This guide explains how teachers' TAS scores are calculated using the GOLD™ child assessment system.

1. How is a teacher's Student Growth GOLD™ TAS score calculated?

This TAS score is calculated using finalized student data from the Fall and Spring checkpoint periods. Scores are generated by totaling the ratings each student receives on each dimension within each domain, then averaging the total rating across all students in the classroom. Teachers will then have an average Fall and an average Spring rating for each of the seven GOLD™ domains. The Fall rating is subtracted from the Spring rating in order to determine the average growth for the year within each domain. Each domain's rating is then translated to a corresponding TAS score of 1, 2, 3, or 4 for each GOLD™ domain. All of the domain-level TAS scores are then weighted based on whether the teacher and administrator chose scoring Option 1a or Option 1b.

For Option 1a: The Social-Emotional and Language domain-level TAS scores are weighted at 25% each and Physical-Gross Motor, Physical-Fine Motor, Cognition, Literacy, and Math are weighted 10% each to get a Total Recommended TAS Score that school leaders can enter into the IMPACT database application. [Note: All of these calculations are completed automatically within the GOLD™ system before the report is generated.] ***This is the scoring option that ECED recommends using as social-emotional and language development is central to early childhood education.***

For a teacher with children in one color-band, the example below shows how the report will be generated for Option 1a.

Teacher Name	Number of Students	Social-Emotional	Physical Gross Motor	Physical Fine Motor	Language	Cognitive	Literacy	Math	Total Recommended TAS Score
Teacher 1	20	3	3	4	4	2	3	3	3.3

For a teacher with children in two color-bands, the example below shows how the report will be generated for Option 1a.

Teacher Name	Number of Students	Social-Emotional	Physical Gross Motor	Physical Fine Motor	Language	Cognitive	Literacy	Math	Total Recommended TAS Score
Teacher 2 (3-year-olds)	8	2	3	3	2	3	4	4	2.7
Teacher 2 (4-year-olds)	8	3	3	3	4	3	3	4	3.4
Total TAS Score									3.1

For Option 1b: Domain-level TAS scores are averaged across the seven domains to get a Total Recommended TAS Score that school leaders can enter into the IMPACT database application. [Note: All of these calculations are completed automatically within the GOLD™ system before the report is generated.]

For a teacher with children in one color-band, the example below shows how the report will be generated for Option 1b.

Teacher Name	Number of Students	Social-Emotional	Physical Gross Motor	Physical Fine Motor	Language	Cognitive	Literacy	Math	Total Recommended TAS Score
Teacher 1	20	3	3	4	4	2	3	3	3.1

For a teacher with children in two color-bands, the example below shows how the report will be generated for Option 1b.

Teacher Name	Number of Students	Social-Emotional	Physical Gross Motor	Physical Fine Motor	Language	Cognitive	Literacy	Math	Total Recommended TAS Score
Teacher 2 (3-year-olds)	8	2	3	3	2	3	4	4	3.0
Teacher 2 (4-year-olds)	9	3	3	3	4	3	3	4	3.3
Total TAS Score									3.1

Note: The "Number of Students" is the number of students in the class but not necessarily the total number of students included in the rating for each domain. School leaders can check the GOLD™ system to verify which students were included.

2. How is a Student Growth TAS Score calculated if my school opted to use something other than the average of the seven GOLD™ domains?

The GOLD™ system will generate two Student Growth TAS reports that calculate ratings within each of the seven GOLD™ domains and create a Total Recommended TAS score representing both scoring options. One report will calculate a Total Recommended TAS score using the formula for Option 1a and the other will calculate a Total Recommended TAS score using the formula for Option 1b. If a school is using a different combination of domains (ex. an average of GOLD™ Literacy & Math domains only), they can still generate standard GOLD™ report, but would need to use the domain ratings and weights that are relevant to their school and calculate the averages of those by hand. If a school is using a different assessment to obtain TAS score for teachers, then the school leader needs to use his/her own rubric to determine teachers' TAS scores.

3. What if a child came into a classroom at my school in the middle of the year and doesn't have finalized Fall checkpoint data?

This child's data will not be included in a teacher's TAS score because the TAS scores generated by the GOLD™ system uses only Fall and Spring finalized data. *Only children with finalized GOLD™ data in the Fall and the Spring will be included in a teacher's TAS score calculations.*

Option 2: Calculating TAS using EOY Exceeding Expectations.

When calculating achievement of Exceeding Expectations, TAS scores will be calculated using the percentage of students who are “Exceeding Expectations” at the end of the school year based on the Widely Held Expectations (WHE) developed by *Teaching Strategies GOLD*®. These WHE are based on extensive research on children’s development and what is expected of children’s abilities within an age group. The percentage of students Exceeding Expectations will be converted into a TAS score in each domain based on the following rubric. The scores for each domain will then be averaged across all seven GOLD™ domains for one Total Recommended TAS score that school leaders then enter into the IMPACT database.

This scoring option should only be used in classrooms where the majority of the students are already meeting expectations on GOLD™ domains at the beginning of the year. If a teacher wishes to use this scoring option, he/she must demonstrate to administrators that students are meeting expectations through GOLD™ documentation at the Fall check point. *If a teacher is unable to demonstrate that students are already performing at grade level, administrators should use Option 1a.*

Example GOLD™ Growth Goal using Option 2:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
GOLD™	*	Average of seven domains using the TAS Score Rubric for Exceeding Expectations (Note: New in 2015-16).	Average of seven domains using the TAS Score Rubric for Exceeding Expectations (Note: New in 2015-16).	Average of seven domains using the TAS Score Rubric for Exceeding Expectations (Note: New in 2015-16).	Average of seven domains using the TAS Score Rubric for Exceeding Expectations (Note: New in 2015-16).	100%	Full Year

GOLD™ TAS Score Rubric for Exceeding Expectations

Four Year Olds (Green Band)	1	2	3	4
Social-Emotional	0-25.9% of students Exceed Expectations at EOY	26-67.9% of students Exceed Expectations at EOY	68-89.9% of students Exceed Expectations at EOY	90%+ of students Exceed Expectations at EOY
Gross Motor	0-7.9% of students Exceed Expectations at EOY	8-30.9% of students Exceed Expectations at EOY	31-56.9% of students Exceed Expectations at EOY	57%+ of students Exceed Expectations at EOY
Fine Motor	0-17.9% of students Exceed Expectations at EOY	18-38.9% of students Exceed Expectations at EOY	39-57.9% of students Exceed Expectations at EOY	58%+ of students Exceed Expectations at EOY
Language	0-14.9% of students Exceed Expectations at EOY	15-42.9% of students Exceed Expectations at EOY	43-68.9% of students Exceed Expectations at EOY	69%+ of students Exceed Expectations at EOY
Cognitive	0-15.9% of students Exceed Expectations at EOY	16-54.9% of students Exceed Expectations at EOY	55-83.9% of students Exceed Expectations at EOY	84%+ of students Exceed Expectations at EOY
Literacy	0-31.9% of students Exceed Expectations at EOY	32-59.9% of students Exceed Expectations at EOY	60-80.9% of students Exceed Expectations at EOY	81%+ of students Exceed Expectations at EOY
Math	0-20.9% of students Exceed Expectations at EOY	21-53.9% of students Exceed Expectations at EOY	54-79.9% of students Exceed Expectations at EOY	80%+ of students Exceed Expectations at EOY

Three Year Olds (Blue Band)	1	2	3	4
Social-Emotional	0-23.9% of students Exceed Expectations at EOY	24-61.9% of students Exceed Expectations at EOY	62-93.9% of students Exceed Expectations at EOY	94%+ of students Exceed Expectations at EOY
Gross Motor	0-30.9% of students Exceed Expectations at EOY	31-69.9% of students Exceed Expectations at EOY	70-85.9% of students Exceed Expectations at EOY	86%+ of students Exceed Expectations at EOY
Fine Motor	0-10.9% of students Exceed Expectations at EOY	11-33.9% of students Exceed Expectations at EOY	34-61.9% of students Exceed Expectations at EOY	62%+ of students Exceed Expectations at EOY
Language	0-19.9% of students Exceed Expectations at EOY	20-48.9% of students Exceed Expectations at EOY	49-79.9% of students Exceed Expectations at EOY	80%+ of students Exceed Expectations at EOY
Cognitive	0-19.9% of students Exceed Expectations at EOY	20-55.9% of students Exceed Expectations at EOY	56-88.9% of students Exceed Expectations at EOY	89%+ of students Exceed Expectations at EOY
Literacy	0-40.9% of students Exceed Expectations at EOY	41-67.9% of students Exceed Expectations at EOY	68-93.9% of students Exceed Expectations at EOY	94%+ of students Exceed Expectations at EOY
Math	0-29.9% of students Exceed Expectations at EOY	30-59.9% of students Exceed Expectations at EOY	60-88.9% of students Exceed Expectations at EOY	89%+ of students Exceed Expectations at EOY

Understanding the GOLD™ TAS Exceeding Expectations Report

This guide explains how teachers' TAS scores are calculated using the GOLD™ child assessment system.

1. How is a student determined to be “Exceeding Expectations” on a GOLD™ domain?

A student is Exceeding Expectations in a GOLD™ area if that student's aggregate GOLD score exceeds the WHE for his or her age group. To identify the beginning of the range of widely held expectations for an age or class/grade in an area, *Teaching Strategies GOLD*® sums the numbers associated with the beginning levels of the age's or class's/grade's range for all related objectives. To identify the end of the range of Widely Held Expectations for an age or class/grade in an area, *Teaching Strategies GOLD*® sums the numbers associated with the ending levels of the age's or class's/grade's range for all related objectives. The following chart indicates the scores necessary for a child to be scored as Exceeding Expectations in each GOLD™ domain for ECE both age groups.

	Preschool 3 (Green color band)		Preschool 4 (Blue color band)	
	WHE	Exceeding	WHE	Exceeding
Social Emotional	34-50	51+	46-62	63+
Physical (gross-motor)	15-19	20+	21-24	25+
Physical (fine-motor)	8-13	14+	11-15	16+
Language	34-49	50+	43-59	60+
Cognitive	36-53	54+	46-66	67+
Literacy	24-44	45+	34-70	71+
Mathematics	20-32	33+	31-45	46+

2. What if a child came into my classroom at my school in the middle of the year and only has data from the finalized Spring checkpoint?

Under the achievement of Widely Held Expectations goals, *only children who are in a teacher's classroom at both the Fall and Spring checkpoint will be included in TAS calculations*. A child will not be included in a teacher's TAS score if the child transfers into or out of a teachers' classroom after the Fall checkpoint.

3. How is an Exceeding Expectations TAS Score calculated if my school opted to use something other than the average of the seven GOLD™ domains?

As with Option 1, the Total Recommended TAS Score for this reporting option is calculated using all seven GOLD™ domains. Principals will receive a report with scores in each domain for each student, but if a school uses a different combination of domains (ex. GOLD™ Literacy and Math domains only), these averages must be calculated manually.

Physical Education – ActivityGram (by FitnessGram)

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC.

Health and Physical Education teachers in grades K-12 can use this assessment.

Example ActivityGram Goal:

Assessment	Baseline	Student performance required for teacher to earn a...				Weight	Semester or Full Year
		4	3	2	1		
ActivityGram: Students participate in continuous moderate to vigorous physical activity, a minimum of three to four days per week, as evidenced by an ongoing activity log. The ActivityGram log shows when the student engages in physical activity. Student logs are assessed BOY to EOY.	XX% of students' ActivityGram logs met or exceeded required minimum at BOY assessment.	20% increase in the percentage of students' ActivityGram logs met or exceeded required minimum from BOY to EOY OR 90% of students keep log to required standards at EOY.	15% increase in the percentage of students' ActivityGram logs met or exceeded required minimum from BOY to EOY OR 80% of students keep log to required standards at EOY.	10% increase in the percentage of students' ActivityGram logs met or exceeded required minimum from BOY to EOY OR 70% of students keep log to required standards at EOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	30%	Full Year

How do I locate a baseline for this assessment?

To find a baseline for this goal, administer a preliminary assessment of students' ActivityGram logs after the first four weeks of school. The baseline will be the percentage of your students whose ActivityGram logs are kept to the required minimum during the preliminary assessment. Growth will be determined as the difference between the preliminary assessment and the final assessment.

The recommended activity log may be completed using the FitnessGram program's ActivityGram. Teachers may elect to have students record activity by time and type and/or by pedometer steps. Physical activity logs can be kept for a period of time (PALA Challenge is six weeks) at the beginning of the year and again at the end of the year. A record of student heart rate (using heart rate monitors) could also be used as a fitness concepts measure.

Teachers and school leaders should decide on weights depending on the amount of class time teachers have with each group of students. The weights presented above are for demonstrative purposes only.

Note: FitnessGram is NOT useable as a TAS assessment.

All assessments and weights must be approved by the school leader. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

Special Education – Edmark Mastery Test

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. Teachers participating in Sensory Support Programs (SSP) classrooms, grades 6-12, and Independence and Learning Programs (ILS) or Communication and Education Support (CES) classrooms, grades K-12, will use the Edmark Mastery Test BOY for placement purposes and MOY/EOY to demonstrate growth. For grades 3-12, students may also be eligible for Failure-Free Reading if a student tests out of both Level 1 and Level 2 of the Edmark Mastery Test. In addition to these assessments, which are aligned to the SSP classroom reading interventions, teachers may choose to develop a goal aligned to a teacher-created assessment.

Special Education teachers and teachers in Sensory Support Programs (SSP), Communication and Education Support (CES), and Independence and Learning Programs (ILS) classrooms, grades K-12, may use the following for TAS:

Example Edmark Mastery Goal:

Assessment	Baseline	Student performance required for teacher to earn a...				Weight	Semester or Full Year
		4	3	2	1		
Edmark Mastery Test: Reading	Beginning-of-year Mastery Test score for each student.	80% or more of students make 1.5 years Lexile® growth in 1 year.	65% of students make 1.5 years Lexile® growth in 1 year.	50% of students make 1.5 years Lexile® growth in 1 year.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	50%	Full Year

How do I locate a baseline for this assessment?

The Mastery Test is administered BOY for placement purposes and MOY/EOY to determine growth. The Mastery Test is also administered after every 50 Edmark lessons. The Post-Test is administered after every 10 lessons to identify words to review/reteach.

TAS goals should be specific, measurable, aligned to standards, rigorous, time-bound, and appropriate to the individual student or class. TAS goals for special education students should utilize specific assessments used in the general education classroom with unique targets tailored for each student. These goals should align with each student’s IEP goals. If a teacher opts to use IEP goals for TAS, remember that all TAS goals must be set at the beginning of the year and maintained throughout. TAS goals cannot be changed through the year as IEP meetings occur and goals are revised.

The above guidance reflects teachers in self-contained classrooms teaching multiple subjects. Teachers who co-teach in one subject area should adapt the TAS guidance document for that general education subject area as appropriate.

Weighting should be adjusted based on the specific needs of the teacher’s class and/or students. The weights presented above are for demonstrative purposes only.

All assessments and weights must be approved by the school leader. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

Special Education – Failure-Free Reading Diagnostic Prescriptive

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. Teachers participating in SSP classrooms, grades 6-12, and CES or ILS classrooms, grades K-12, will use the Failure-Free Reading Diagnostic Prescriptive, administered BOY for placement purposes, if a student has completed Edmark Mastery Test BOY for placement purposes. For grades 3-12, students may also be eligible for Failure-Free Reading Diagnostic Prescriptive if a student tests out of both Level 1 and Level 2 of the Edmark Mastery Test. In addition to these assessments, which are aligned to the SSP, CES, and ILS classroom reading interventions, teachers may choose to develop a goal aligned to a teacher-created assessment.

Special Education teachers in Sensory Support Programs (SSP; formerly Hearing and Vision), Communication & Education Support (CES; formerly Autism), or Independence & Learning Support (ILS; formerly ID) classrooms, grades 3-12 may use this for TAS.

Example Failure-Free Diagnostic Prescriptive Goal:

Assessment	Baseline	Student performance required for teacher to earn a...				Weight	Semester or Full Year
		4	3	2	1		
Failure-Free Reading Diagnostic Prescriptive: Reading, administered online.	Beginning-of-year FFR score for each student.	80% or more of students make 1.5 years Lexile® growth in 1 year.	65% of students make 1.5 years Lexile® growth in 1 year.	50% of students make 1.5 years Lexile® growth in 1 year.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	50%	Full Year

How do I locate a baseline for this assessment?

The Failure-Free Reading Diagnostic Prescriptive is administered BOY for placement purposes if a student has completed Edmark or has tested out of Level 1 and 2 of the Edmark BOY Mastery Test. After the Diagnostic Prescriptive progress is monitored through the story Pre- and Post-tests and the Criterion Referenced Test.

TAS goals should be specific, measurable, aligned to standards, rigorous, time-bound, and appropriate to the individual student or class. TAS goals for special education students should utilize specific assessments used in the general education classroom with unique targets tailored for each student. These goals should align with each student’s IEP goals. If a teacher opts to use IEP goals for TAS, remember that all TAS goals must be set at the beginning of the year and maintained throughout.

All assessments and weights must be approved by the school leader. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

Special Education – DIBELS, ORF

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. Wonders Teachers in grades 1 -3 will use DIBELS; Read 180/System 44 Teachers will also use DIBELS. In addition to these assessments, which are aligned to the Behavior and Education Support (BES) classroom reading interventions, teachers may choose to develop a goal aligned to a teacher-created assessment.

Special Education Teachers in Behavior and Education Support (BES) Classrooms, grades 1-5, may use the following for TAS:

Example DIBELS, ORF Goal:

Assessment	Baseline	Student performance required for teacher to earn a...				Weight	Semester or Full Year
		4	3	2	1		
DIBELS, ORF: Reading Students will be assessed BOY to EOY.	Beginning-of-year DIBELS, ORF score for each student.	80% or more of students make 1.5 years Lexile® growth in 1 year.	65% of students make 1.5 years Lexile® growth in 1 year.	50% of students make 1.5 years Lexile® growth in 1 year.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	50%	Full Year

How do I locate a baseline for this assessment?

Wonders is aligned to DIBELS, ORF - Oral Reading Fluency or LNF - Letter Naming Fluency, PSF - Phoneme Segmentation Fluency, etc. for Kindergarten. Benchmark assessments are administered BOY and EOY (Benchmark Test 1 and 2). Baseline will be determined using BOY data. Unit assessments are administered every 6 weeks (criterion-referenced) for diagnostic teaching purposes.

TAS goals should be specific, measurable, aligned to standards, rigorous, time-bound, and appropriate to the individual student or class. TAS goals for special education students should utilize specific assessments used in the general education classroom with unique targets tailored for each student. These goals should align with each student's IEP goals. If a teacher opts to use IEP goals for TAS, remember that all TAS goals must be set at the beginning of the year and maintained throughout.

All assessments and weights must be approved by the school leader. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

Special Education and ELA – DIBELS - (K-5 Reading Specialists, K-2 Early Learning Supports (ELS) and 1-3 Behavior and Educational Supports (BES) Teachers Only)

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. The purpose of this document is to further explain the TAS guidance provided for reading specialists and special education teachers in Early Learning Support (ELS) and Behavior and Education Supports (BES) classes at schools using the DIBELS assessment. DIBELS is an early reading formative assessment that assesses a variety of early literacy skill areas including letter naming fluency, first sound fluency, phoneme segmentation fluency, nonsense word fluency, and oral reading fluency. DIBELS uses brief, standardized assessments that can provide early information about the development of reading skills.

Reading Specialists, grades K-5, can use this assessment. ELS teachers, grades K-2, and BES teachers, grades 1-3, who are part of the Lindamood-Bell program can use this assessment for purposes of TAS goal setting. They will use the DIBELS BOY until phase 3, after which they will use the GORT-5 Oral Reading Fluency Subtest.

Example DIBELS First Semester Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
DIBELS Students are assessed BOY to MOY.	BOY DIBELS proficiency level (Intensive or strategic) for each student.	90% of students increase at least one proficiency level (Red to Yellow, Yellow to Green, etc.) from BOY to MOY or are at benchmark (Green) or above at MOY.	80% of students increase at least one proficiency level (Red to Yellow, Yellow to Green, etc.) from BOY to MOY or are at benchmark (Green) or above at MOY.	70% of students increase at least one proficiency level (Red to Yellow, Yellow to Green, etc.) from BOY to MOY or are at benchmark (Green) or above at MOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	50%	First Semester

Example DIBELS Second Semester Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
DIBELS Students are assessed MOY to EOY.	MOY DIBELS proficiency level (Intensive or strategic) for each student).	90% of students increase at least one proficiency level (Red to Yellow, Yellow to Green, etc.) from MOY to EOY or are at benchmark (Green) or above at EOY.	80% of students increase at least one proficiency level (Red to Yellow, Yellow to Green, etc.) from MOY to EOY or are at benchmark (Green) or above at EOY.	70% of students increase at least one proficiency level (Red to Yellow, Yellow to Green, etc.) from MOY to EOY or are at benchmark (Green) or above at EOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	50%	Second Semester

How do I locate a baseline for this assessment?

The baseline for each student can be found on mClass. For semester level goals, BOY data should be used as the baseline for first semester goals and MOY data should be used as the baseline for second semester goals. Growth is measured as the difference between the BOY and MOY data and the difference between MOY and EOY data.

An increase in “at least 1 proficiency level” refers to an increase from Intensive to Strategic or Strategic to Benchmark. This is in accordance with the mClass benchmarks.

Example DIBELS ELS/BES Goal:

Assessment	Baseline	Student performance required for teacher to earn a...				Weight	Semester or Full Year
		4	3	2	1		
DIBLES	BOY DIBLES proficiency level (Intensive or strategic).	80% or more of students make 1.5 years Lexile® growth in 1 year.	65% of students make 1.5 years Lexile® growth in 1 year.	50% of students make 1.5 years Lexile® growth in 1 year.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	50%	Full Year

How do I locate a baseline for this assessment?

DIBLES benchmark assessments are administered BOY and EOY (Benchmark Test 1 and 2). BOY data, found on mClass, is the baseline. Unit assessments are administered every 6 weeks (criterion-referenced) for diagnostic teaching purposes.

For Special Education Teachers:

TAS goals should be specific, measurable, aligned to standards, rigorous, time-bound, and appropriate to the individual student or class. TAS goals for special education students should utilize specific assessments used in the general education classroom with unique targets tailored for each student. These goals should align with each student’s IEP goals. If a teacher opts to use IEP goals for TAS, remember that all TAS goals must be set at the beginning of the year and maintained throughout.

All assessments and weights must be approved by the school leader. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

Special Education – GORT-5

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. SLS teachers in grades 3-5 will use SpellRead and in grades 6-12, they will use Read 180/System 44 as Full Time Program Reading Interventions. If using SpellRead, the GORT (Gray Oral Reading Test) will be administered for placement and progress monitoring. Teachers in ELS, grades K-2, who are part of the Lindamood-Bell program will use the DIBELS BOY until phase 3, when they will transition to the GORT-5 Oral Reading Fluency Subtest. Mixed Model Resource teachers in grades 6-8 will use the SpellRead/Lexia Mixed Model. Lexia measures progress through program completion (Units Gained) and grade level bands, and has a district reporting feature. In addition to these assessments, which are aligned to the SLS classroom reading interventions, teachers may choose to develop a goal aligned to a teacher-created assessment.

Special Education teachers in Specific Learning Support (SLS; formerly SLD), Early Learning Support (ELS; formerly Non-Categorical), and Mixed Model Resource Teachers (SpellRead/Lexia Mixed Model) classrooms, grades 3–8, may use the following for TAS.

Example GORT 5 Goal:

Assessment	Baseline	Student performance required for teacher to earn a...				Weight	Semester or Full Year
		4	3	2	1		
GORT 5: Reading	Beginning-of-year GORT 5 score for each student.	80% or more of students make 1.75 years Lexile® growth in 1 year.	65% of students make 1.75 years Lexile® growth in 1 year.	50% of students make 1.75 years Lexile® growth in 1 year.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	50%	Full Year

How do I locate a baseline for this assessment?

GORT-5 is administered BOY (for placement and baseline), MOY, and EOY. Checkpoint assessments/review assignments are administered after each teacher objective segment in SpellRead. GORT-5 Oral Reading Fluency Subtest provides a Grade Level Equivalent for word reading accuracy and rate.

TAS goals should be specific, measurable, aligned to standards, rigorous, time-bound, and appropriate to the individual student or class. TAS goals for special education students should utilize specific assessments used in the general education classroom with unique targets tailored for each student. These goals should align with each student’s IEP goals. If a teacher opts to use IEP goals for TAS, remember that all TAS goals must be set at the beginning of the year and maintained throughout.

All assessments and weights must be approved by the school leader. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

Special Education – Communication & Education Support (CES; formerly Autism)

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. Special Education teachers and teachers in Communication & Education Support (CES; formerly Autism) classrooms, grades K-12, may use the following.

Example CES Communication Goal:

Assessment	Baseline	Student performance required for teacher to earn a...				Weight	Semester or Full Year
		4	3	2	1		
CES (formerly Autism) Communication: An assessment that measures gains in functional communication.	*	90% of students achieve communication goals.	80% of students achieve communication goals.	70% of students achieve communication goals.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	20%	Full Year

Example CES (formerly Autism) Social Skills Goal:

Assessment	Baseline	Student performance required for teacher to earn a...				Weight	Semester or Full Year
		4	3	2	1		
CES (formerly Autism) Social Skills: Data collection on performance of specified social skills.	*	90% of students achieve social skills goals.	80% of students achieve social skills goals.	70% of students achieve social skills goals.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	20%	Full Year

Example CES (formerly Autism) Writing Goal:

Assessment	Baseline	Student performance required for teacher to earn a...				Weight	Semester or Full Year
		4	3	2	1		
CES (formerly Autism) Writing: An assessment that measures student writing progress.	*	90% of students achieve writing goals.	80% of students achieve writing goals.	70% of students achieve writing goals.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	20%	Full Year

*Note: For TAS goals that are measured with an assessment that focuses on mastery, teachers should review baseline data to set appropriate targets and track academic growth over time.

Goals should be specific, measurable, aligned, rigorous, time-bound, and appropriate to the individual student. CES (Autism) assessments should be selected based on each individual student's needs, present levels of performance, and learning style. Guidance on CES assessments, such as ABLES or VB-MAPP, is available.

All assessments and weights must be approved by the school leader. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

Special Education - Scholastic Reading Inventory (SRI)

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. The Scholastic Reading Inventory (SRI) measures reading comprehension and reports in Lexile® scores. To understand how much Lexile® growth can be expected for students and how to best interpret growth, Scholastic conducted a study to determine Fall to Spring growth expectations. For the purposes of measuring growth, students' Fall Lexile® measures and Spring Lexile® measures will be compared. Projected growth expectations can be determined after completing the SRI BOY assessment by following the instructions below.

Special Education Read 180/System 44 teachers in Specific Learning Support (SLS) classrooms or Behavior and Education Support Programs (BES), grades 6-12, may use the following for TAS.

Example SPED - SRI System 44 and Read 180 Goal:

Assessment	Baseline	Student performance required for teacher to earn a...				Weight	Semester or Full Year
		4	3	2	1		
Scholastic Reading Inventory (SRI). Students will be assessed quarterly.	Beginning-of-year SRI score for each student.	70% of students met their growth expectations ranges.	60% of students met their growth expectations ranges.	50% of students met their growth expectations ranges.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	50%	Full Year

How do I locate a baseline for this assessment?

System 44 and Read 180 are aligned to Scholastic Reading Inventory (SRI) and Scholastic Phonics Inventory (SPI). SRI is administered at four points throughout the year (September, November, February, and May); SPI is only administered at 3 times throughout the year (BOY, MOY, EOY), is only for students who are eligible for System 44. For BOY, the SRI is used for placement/leveled grouping purposes and a baseline for this goal. SPI is administered to students that score a 600 Lexile® or less on the SRI (Grades 6-12), and is used to assess decoding proficiency/eligibility for System 44. For grades 3-5, SPI is administered to students that score a 400 Lexile or less on SRI.

TAS goals should be specific, measurable, aligned to standards, rigorous, time-bound, and appropriate to the individual student or class. TAS goals for special education students should utilize specific assessments used in the general education classroom with unique targets tailored for each student. These goals should align with each student's IEP goals; if a teacher opts to use IEP goals for TAS, remember that all TAS goals must be set at the beginning of the year and maintained throughout.

All assessments and weights must be approved by the school leader. Please contact impactdcp@dc.gov or 202-719-6553 with questions.

Special Education – BRIGANCE Assessment

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. The criterion-referenced BRIGANCE CIBS II includes both a Reading/ELA Inventory and a Mathematics Inventory. The CIBS II Reading/English Language Arts (ELA) Inventory includes reading and writing assessments that correlate to commonly tested reading and ELA skills and strategies that reflect state and national standards.

Special Education teachers, grades Pre-K3–9, may use the following for TAS:

Example BRIGANCE Reading Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
BRIGANCE Comprehensive Inventory of Basic Skills II (CIBS II) includes a Reading/English Language Arts Inventory that includes criterion-referenced reading assessments in the areas of reading readiness, speech, listening vocabulary comprehension, listening comprehension, word recognition, oral reading, reading vocabulary comprehension, reading comprehension – short and long passages, word analysis, and functional word recognition, for students in Pre-K through Grade 9.	BOY Brigance data for each student.	90% of students on caseload increased their level of reading skill in the identified areas of concern.	80% of students on caseload increased their level of reading skill in the identified areas of concern.	70% of students on caseload increased their level of reading skill in the identified areas of concern.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	30%	Full Year

Example BRIGANCE Written Language Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
BRIGANCE Comprehensive Inventory of Basic Skills II (CIBS II) includes a Reading/English Language Arts Inventory that also includes criterion-referenced writing assessments in the areas of spelling, writing (capitalization, punctuation, & writing personal data), and responding to writing prompts (in a variety of genres including personal narrative & expository writing), for students in Pre-K through Grade 9.	BOY Brigance data for each student.	90% of students on caseload increased their level of writing skill in the identified areas of concern.	80% of students on caseload increased their level of writing skill in the identified areas of concern.	70% of students on caseload increased their level of writing skill in the identified areas of concern.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	30%	Full Year

Example BRIGANCE Math Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
BRIGANCE Comprehensive Inventory of Basic Skills II (CIBS II) includes a Mathematics Inventory that includes criterion-referenced math assessments in the areas of number and operations, algebra, geometry, measurement, as well as data analysis and probability, for students in Pre-K through Grade 9. These assessments are based on NCTM focal points.	BOY Brigance data for each student.	90% of students on caseload increased their level of math skill in the identified areas of concern.	80% of students on caseload increased their level of math skill in the identified areas of concern.	70% of students on caseload increased their level of math skill in the identified areas of concern.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	40%	Full Year

The BRIGANCE Comprehensive Inventory of Basic Skills II (CIBS II) identifies a student’s present level of performance (PLOP), as well as to provide ongoing assessment for academic skills at Pre-K-9 levels. The CIBS II also supplies objectives for writing IEPs for each assessment. The objectives have been written in general terms for a wide range of applicability and so must be individualized for students based on the outcomes of the assessment(s).

All assessments and weights must be approved by the school leader. Please contact impactdpcs@dc.gov or 202-719-6553 with questions.

Special Education - Teacher-Generated Assessments

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC.

Special Education teachers, grades K-12, may use the following for TAS:

Example SPED Reading Goal:

Assessment	Baseline	Student performance required for teacher to earn a...				Weight	Semester or Full Year
		4	3	2	1		
SPED Reading: A teacher-created assessment that measures student reading progress.	XX% of students on grade level at BOY.	70% or more of students are on grade level at EOY.	60% or more of students are on grade level at EOY.	50% or more of students are on grade level at EOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	50%	Full Year

How do I locate a baseline for this assessment?

Administer teacher-created assessment at BOY to determine % of students on grade level for reading.

Example SPED Math Goal:

Assessment	Baseline	Student performance required for teacher to earn a...				Weight	Semester or Full Year
		4	3	2	1		
SPED Math: A teacher-created assessment that measures student math progress.	XX% of students on grade level at BOY.	70% or more of students are on grade level at EOY.	60% or more of students are on grade level at EOY.	50% or more of students are on grade level at EOY.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	50%	Full Year

How do I locate a baseline for this assessment?

Administer teacher-created assessment at BOY to determine the % of students on grade level for math.

TAS goals should be specific, measurable, aligned to standards, rigorous, time-bound, and appropriate to the individual student or class. TAS goals for special education students should utilize specific assessments used in the general education classroom with unique targets tailored for each student. These goals should align with each student's IEP goals. If a teacher opts to use IEP goals for TAS, remember that all TAS goals must be set at the beginning of the year and maintained throughout.

All assessments and weights must be approved by the school leader. Please contact impactdcp@dc.gov or 202-719-6553 with questions.

Social Studies – SAGE

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. Teachers can use the Social Studies Assessment of Growth and Excellence (SAGE) to capture student performance on social studies content, skills, and literacy.

Social Studies teachers in grades 6-8 may use this assessment for TAS.

SAGE: Growth Goal

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
SAGE: Percentage points average class growth from BOY to EOY SAGE exam.	XX percent of test items answered correctly on BOY SAGE exam.	15 percentage points average class growth from BOY to EOY SAGE exam.	10 percentage points average class growth from BOY to EOY SAGE exam.	5 percentage points average class growth from BOY to EOY SAGE exam.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	67%	Full Year

SAGE: Mastery Goal*

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
SAGE: Class average on EOY SAGE exam.	XX% class average on BOY SAGE exam.	90% class average on EOY SAGE exam.	80% class average on EOY SAGE exam.	70% class average on EOY SAGE exam.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	67%	Full Year

* For SAGE, it is recommended that teachers choose a growth goal unless students average 76% or higher on the pre-test.

How do I locate a baseline for this assessment?

To determine a baseline for this assessment, administer the BOY SAGE exam and identify the class average score. The baseline assessment from the BOY SAGE should be completed within the first 6 weeks of the course.

All assessments, student averages, and weights must be approved by the school leader. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

Social Studies – BLISS Modules

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. Teachers can use the DCPS-created BLISS (Building Literacy in Social Studies) Modules to capture student performance on social studies content, skills, and literacy. Each BLISS module has a culminating evidence-based writing assignment called a Teaching Task/Student Investigation which is graded on a standardized, PARCC-aligned rubric. The BLISS modules are aligned to DC Social Studies power standards, Common Core State Standards for Literacy in History/Social Studies, and the C3 Framework.

Social Studies teachers in grades 6-12, in courses such as World Geography, World History 1 and 2, Ancient History, U.S. History, U.S. Government, and D.C. History may use this assessment for TAS.

*Note: Cornerstones and ANET are not recommended for use with TAS for the 2015-2016 school year. Most BLISS Modules are not used for Cornerstones, modules that are **not** Cornerstones are appropriate measures for TAS.*

Example BLISS Module Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
BLISS Module: Growth in student performance will be measured from the first BLISS module taught to the last BLISS Module taught.	XX point student average rubric score on the first BLISS Module Teaching Task.	1.5 levels of average growth on the BLISS module Teaching Task rubric from the first Teaching Task to the last OR average student rubric scores of 3.5 or above on the last BLISS Module Teaching Task.	1.0 level of average growth on the BLISS module Teaching Task rubric from the first Teaching Task to the last OR average student rubric scores of 3 or above on the last BLISS Module Teaching Task.	0.5 levels of average growth on the BLISS module Teaching Task rubric from the first Teaching Task to the last OR average student rubric scores of 2 or above on the last BLISS Module Teaching Task.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	33%	Full Year

How do I locate a baseline for this assessment?

To determine a baseline for this assessment, take an average of student scores from the first BLISS Module Teaching Task/Student Investigation. Growth is measured as the difference between the average of student scores from the first BLISS Module Teaching Task/Student Investigation and the last BLISS Module Teaching Task/Student Investigation. The baseline assessment from the first BLISS Module should be completed within the first 6 weeks of the course and the final BLISS Module should be completed as close to the end of the course as possible.

All assessments and weights must be approved by the school leader. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

Social Studies – National History Day Competition

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. Teachers can use the National History Day Competition to capture student mastery of historical content, historical skills, and literacy skills. Students may complete any of the product types (i.e., research paper, website, exhibit, historical performance, or documentary) and their work will be scored using the National History Day rubric.

Social Studies teachers in grades 6-12, in courses such as World Geography, World History, U.S. History, U.S. Government, D.C. History, and other social studies electives may use this assessment for TAS.

Example National History Day Contest Assessment Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
National History Day Contest Assessment	*	80% class average on a 100-point rubric.	70% class average on a 100-point rubric.	60% class average on a 100-point rubric.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	33%	Full Year

*Note: For TAS goals that are measured with an assessment that focuses on mastery, teachers should review baseline data to set appropriate targets and track academic growth over time.

Teachers may allow students to choose any of the product types (visit link below) and will measure student performance based on their final version of the product. If students participate in the school-wide, city-wide, or national competitions, teachers should use the highest score to calculate a class average.

Teachers can find more information about the National History Day project, rubric, examples of student work and other helpful information at the National History Day website, www.nhd.org.

All assessments and weights must be approved by the school leader. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

World Languages – Common European Framework of Reference (CEFR)

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the PARCC. The Common European Framework of Reference (CEFR) assesses learners’ language proficiency through the following tasks: speaking production via monologue (after a question) and interaction (spontaneous discussion through an interview in pairs or groups), writing in response to SMS, letter, email, and oral prompts and formal prose (essay, report, article), and listening and reading through short artifacts (purpose, information, attitude) and one or two long artifacts (detailed comprehension).

World language teachers in grades 6-12 may use this assessment for TAS.

Example CEFR Listening Comprehension Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
Common European Framework of Reference (CEFR) aligned listening comprehension assessment.	*	90% or above class average on a 100-point grading scale.	80% class average on a 100-point grading scale.	70% class average on a 100-point grading scale.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	35%	Full Year

*Note: For TAS goals that are measured with an assessment that focuses on mastery, teachers should review baseline data to set appropriate targets and track academic growth over time.

Example CEFR Oral Production Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
Common European Framework of Reference (CEFR)-aligned speaking assessment scored on the oral production rubric (OPR) at the beginning, middle, and end of the year.	*	90% of students scored at least 3.0 on the Oral Proficiency Rubric (OPR).	80% of students scored at least 3.0 on the Oral Proficiency Rubric (OPR).	70% of students scored at least 3.0 on the Oral Proficiency Rubric (OPR).	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	35%	Full Year

*Note: For TAS goals that are measured with an assessment that focuses on mastery, teachers should review baseline data to set appropriate targets and track academic growth over time.

Example CEFR Reading Comprehension Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
Common European Framework of Reference (CEFR) aligned reading comprehension assessment at the beginning, middle, and end of the year.	*	90% or above class average on a 100-point grading scale.	80% class average on a 100-point grading scale.	70% class average on a 100-point grading scale.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	15%	Full Year

*Note: For TAS goals that are measured with an assessment that focuses on mastery, teachers should review baseline data to set appropriate targets and track academic growth over time.

Example CEFR Written Production Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
Common European Framework of Reference (CEFR) aligned writing assessment scored on a written production rubric (WPR) at the beginning, middle, and end of the year.	*	90% of students scored at least 3.0 on the Written Production Rubric (OPR).	80% of students scored at least 3.0 on the Written Production Rubric (OPR).	70% of students scored at least 3.0 on the Written Production Rubric (OPR).	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	15%	Full Year

Listening and reading comprehension assessments should include multiple-choice questions and brief constructed response prompts with visual supports.

Note: The STAMP test is not recommended for TAS.

All assessments and weights must be approved by the school leader. Please contact impactdpcs@dc.gov or 202-719-6553 with questions.

Other Assessments – General TAS Rubrics

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments. These assessments can be exams, projects, performances, or any other method that can be used to reliably measure student achievement.

Student achievement can be measured in different ways. Some teachers create their own assessments or collaborate with colleagues to create assessments. In these cases, a teacher may choose to use a 100-point scale, while others prefer a 4-point rubric. Some teachers may elect to measure student growth, while others chose to measure student proficiency. Teachers should write goals that best represent the achievement they hope to see for their students.

The following example assessments can be used with teacher-generated assessments that are approved by administrators. The rubrics below are examples of goals that are based on 100-point scales, 4-point rubrics, and 5-point rubrics. These goals can be easily modified for different subjects and content areas. Refer to the following pages for suggestions specific to your content area.

Example 100-point Proficiency Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
Project Description: A project that measures student use of (indicate standards) and on a topic related to course content.	*	90% or above class average on a 100-point grading scale.	80% class average on a 100-point grading scale.	70% class average on a 100-point grading scale.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	20%	Full Year

*Note: For TAS goals that are measured with an assessment that focuses on mastery, teachers should review baseline data to set appropriate targets and track academic growth over time.

Example 100- point Growth Goal:

Assessment	Baseline	Student performance required for teacher to earn a...				Weight	Semester or Full Year
		4	3	2	1		
Performance Assessments: A teacher-created assessment measuring student mastery of DCPS content standards from BOY to EOY.	XX point class average on preliminary assessment.	25% average growth from preliminary assessment to final assessment OR class average of 90 on a 100-point grading scale.	20% average growth from preliminary assessment to final Assessment OR class average of 80 on a 100-point grading scale.	15% average growth from preliminary assessment to final assessment OR class average of 70 on a 100-point grading scale.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	67%	Full Year

Example 4-point Rubric Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
Writing: An assessment that measures students' ability to write a story, using the PARCC Rubric for Analytic and Narrative Writing.	XX point Class average on BOY assessment using PARCC 4-point rubric for Analytic and Narrative Writing.	1.5 points average growth on the 4-point rubric or class average of 3.5 or above on a 4-point rubric.	1.0 point average growth on the 4-point rubric or class average of 3.0 or above on a 4-point rubric.	0.5 points average growth on the 4-point rubric or class average of 2.5 or above on a 4-point rubric.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	15%	Full Year

Example 5-point Rubric Goal:

Assessment	Baseline	Student performance required for teacher to earn a				Weight	Semester or Full Year
		4	3	2	1		
Arts: An assessment that measures students' ability to (skill). To measure growth, students are assessed BOY and EOY.	XX point class average on preliminary assessment.	2.0 points average growth on a 5-point rubric or class average of 4 or above on a 5-point rubric.	1.5 points average growth on a 5-point rubric or class average of 3.5 or above on a 5-point rubric.	1.0 point average growth on a 5-point rubric or class average of 3 or above on a 5-point rubric.	Student performance did not achieve Level 2 target OR assessment not approved or completed OR score not validated.	25%	Full Year

What else should I know before creating my TAS goal?

Baseline data can be determined by averaging students' scores on the baseline assessment. Most baseline assessments should be administered during the first four weeks of school. Growth will be determined as the difference between the baseline assessment and the final assessment.

For the purposes of TAS, end of year assessments must be given in sufficient time that the student average can be presented to the school leader, but whenever possible, after 90% of class meetings have been completed.

All assessments and weights must be approved by the school leader. Please contact impactdpcs@dc.gov or 202-719-6553 with questions.

Elementary ELA

For elementary classrooms, grades 1-5, teachers may use the PARCC writing rubric. To find a baseline for this goal, administer a BOY assessment and score using the PARCC 4-point rubric for Analytic and Narrative Writing for the appropriate grade being assessed. Your baseline will be the average of all student scores on the BOY Assessment.

Writing assessments should include multiple question types, including brief constructed response, and should address multiple levels of Bloom's Taxonomy, focusing on analysis or higher levels. Texts and questions may be found on practice tests and/or released items at Parcconline.org or other similarly rigorous assessments.

Secondary ELA

Critical reading assessments should include multiple question types, including brief constructed response, and should address multiple levels of Bloom's Taxonomy, focusing on analysis or higher levels. Texts and questions may be found on practice tests and/or released items at Parcconline.org.

Classes using a standardized reading assessment (e.g. SRI) that can be converted to grade-level equivalents may use this assessment for TAS. This approach may best suit classes (e.g., Read 180), in which many students are reading significantly below grade level. In these cases, teachers should set goals following the guidelines in the TAS rubric in the IMPACT guidebook. Schools with access to online question banks from interim assessment providers such as ANet or other vendors may use these tools to develop assessments.

Elementary Math

Teachers should use ANET* item bank, Go Math!, or i-Ready for assessment source material. Math tests should include multiple question types and address multiple levels of Bloom's Taxonomy; they should include real-world application of problem-solving abilities rather than only use of algorithms.

**Note: Cornerstones and ANET are not recommended for use with TAS for the 2015-2016 school year.*

Secondary Math

Teachers should use the ANET item bank, OnCore Math, Engage New York (Elementary Pilot), i-Ready, AgileMind, or Glencoe Math for assessment source material. These exams should include real-world applications of problem-solving abilities rather than only use of algorithms. In Common Core aligned grades (Grades 6-8, Algebra I, and Geometry), exams should strongly emphasize and assess the major cluster standards of the grade as indicated by PARCC and noted within the DCPS scope and sequence documents.

**Note: Cornerstones and ANET are not recommended for use with TAS for the 2015-2016 school year.*

Social Studies

The End-of-Course Exam should address the social studies power standards provided in the DCPS Scope and Sequence document for required social studies courses (6-12). The assessment should provide a mixture of multiple choice and brief constructed response items. The items should include questions that use complex texts, maps, political cartoons, and other sources, aligned to the style of the recently developed SAGE for grades 6-8. For social studies electives, all of the major topics for the course should be addressed through a cumulative final exam.

Science

Teacher-created tests should include multiple questions, such as brief constructed response, multiple-choice, questions regarding diagrams, and other question types which measure student's performance on multiple levels of Bloom's Taxonomy. For the purposes of TAS, end-of-year exams must be given in sufficient time that the student average can be presented to the school leader prior to the TAS deadline.

Measuring growth on performance assessments such as laboratory experiments requires a pre-assessment at the beginning of the year. The same format and rubric should be used in the end-of-year assessment.

Physical Education

Sample projects and unit tests are available in the Health and Physical Education Resource Guide via <https://dcps.instructure.com>.

Teachers and school leaders should decide on weights depending on the amount of class time teachers have with each group of students. *Note: FitnessGram is NOT useable as a TAS assessment.*

Health

Sample projects and unit tests can be obtained through the Educator Portal, <https://dcps.instructure.com> on the Office of Curriculum and Instruction's Health and Physical Education page.

Visual and Media Arts

All assessments should be authentic performance and content assessments of objectives determined by the standards and curriculum. Where appropriate for skills-based assessments, a pre-assessment may be used at the beginning of the year to capture growth.

Teachers should consider the course objectives. Teachers working with grades Pre-K3 through 4th would probably not include History/Culture and Theory in their assessment. Teachers may also devise an assessment that evaluates student creativity, since that is a primary objective.

Teachers and their school leaders should agree on a TAS goal that reflects the course content, objectives, the teacher's assessment techniques and syllabi grading outline.

Music

For younger students, composition might be best assessed in non-written ways. For example, the teacher may ask students to sing or play their original pieces. Teachers may also use cameras and recording devices to assess composition or performance, gauging student achievement on rubrics.

Exams for history and culture and analysis should include multiple question types including brief constructed responses, should address multiple levels of Bloom's Taxonomy, and should cover the breadth of content for the course. In elementary classes or ensembles, projects may be used to assess mastery in history and culture and analysis.

World Languages

Cultural knowledge assessments can include anchor projects, presentations, portfolios, multiple choice questions, and/or brief constructed response prompts with authentic visual supports. In elementary levels, cultural knowledge and understandings can be assessed orally. Teachers can gauge how much students have learned by using performance rubrics.