

**ALBUQUERQUE PUBLIC SCHOOLS
SPECIAL EDUCATION DEPARTMENT
OFFICE OF THE EXECUTIVE DIRECTOR
City Center
6400 Uptown Blvd. NE
Albuquerque, NM 87125-0704**

DISTRICT FORMATIVE ASSESSMENT TIED TO CURRICULUM GUIDELINES

This document was created by the APS Special Education Department to provide guidance for the required District Formative Assessments for students receiving specialized instruction in the special education setting.

ELEMENTARY LEVEL

Reading/English Language Arts

The following recommendations are for students receiving reading instruction with district supported interventions in special education:

- Continue to pre-posttest students with the curriculum based measures provided to you by the publisher or within the training. Progress monitor students with the appropriate curriculum based measures.
- Implement the District created Performance Tasks
 - Should be administered three times per year with the teacher scaffolding and walking the students through the task as needed (i.e. directions, reading prompt and writing) (Students should practice performance tasks as part of their ELA curriculum. Special education students need to have opportunity to experience expectations for the PARCC.);
 - Evaluation of the performance tasks should be completed collaboratively by teachers with samples of work submitted to the Instructional Accountability Office (not attached to teachers; not used for evaluation);
 - Time to complete task will vary per class;
 - Testing window is set by the school staff or the special education teachers depending on the school.

Math

The following recommendations are for students receiving math instruction with district supported interventions in special education:

- Where Curriculum Associates *i-Ready/Ready* is being implemented, teachers will follow these assessment guidelines:
 - Quarterly assessments for *i-Ready Diagnostic* plus one performance task from the *Ready* curriculum should be selected and administered by the teachers at the school;
 - Assessment times may vary by student.

- Testing Windows
 - First 20 days of school or as soon as possible once trained;
 - January 5 – 23, 2015;
 - April 27 – May 15, 2015.
- Administered quarterly
 - Diagnostic information will be pulled and reported to Instructional Accountability;
 - Performance tasks should be evaluated collaboratively by teachers at the school with samples of student work submitted to the Instructional Accountability Office (Assessments are not attached to teachers and are not used for staff evaluation).

MIDDLE SCHOOL

Reading/English Language Arts

The following recommendations are for students receiving reading instruction with district supported interventions in special education:

- Continue to pre-posttest students with the curriculum based measures provided to you by the publisher or within the training. Progress monitor students with the appropriate curriculum based measures.
- Implement the District created Performance Tasks
 - Should be administered three times per year with the teacher scaffolding and walking the students through the task as needed (i.e. directions, reading prompt and writing) (Students should practice performance tasks as part of their ELA curriculum. Special education students need to have opportunity to experience expectations for the PARCC.);
 - Evaluation of the performance tasks should be completed collaboratively by teachers with samples of work submitted to the Instructional Accountability Office (not attached to teachers; not used for evaluation);
 - Time to complete task will vary per class;
 - Testing window is set by the school staff or the special education teachers depending on the school.

Math

The following recommendations are for students receiving math instruction with district supported interventions in special education:

- Where Cambium *TransMath* is being implemented; teachers will administer curriculum assessments for *TransMath* and upload to V-port;
- Implement the District created Performance Tasks
 - Should be administered three times per year with the teacher scaffolding and walking the students through the task as needed (i.e. directions, reading prompt and writing) (Students should practice performance tasks as part of their math curriculum. Special education students need to have opportunity to experience expectations for the PARCC.);

- Evaluation of the performance tasks should be completed collaboratively by teachers with samples of work submitted to Instructional Accountability Office (not attached to teachers; not used for evaluation);
- Time to complete task will vary per class
- Testing window is set by the school staff or the special education teachers depending on the school.
- Testing Windows three times per year
- Administered quarterly
 - Information from V-port can be pulled and reported to Instructional Accountability

HIGH SCHOOL

Students will follow the same guidelines as their general education peers as laid out by Instructional Accountability

Note:

- Students qualifying for the NMAPA/NCSC will use curriculum measures built into the programs used by the teacher:
 - Unique Learning pre-post benchmarks and monthly check-ups;
 - PCI pre-posttests and progress monitoring.