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|  |  | SEC-355 Middle and Secondary Curriculum and Assessment  February 4, 2020  Cindy Barnes |

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| S.A.T. Scholastic Aptitude Test  The Scholastic Aptitude Test was created and is administered by the College Board, starting in 1926. The College Board aims to facilitate monitoring tools through the administering of the SAT. The goal is to provide teachers, parents, and students a measure of student skills and knowledge in a way that is meaningful for students at various levels. Accommodations: The College Board will consider all appropriate accommodation requests required by students with documented disabilities. Many other types of accommodations are listed as well: larger print or magnification devices, sign/oral instructor, highlighter, braille, tape recorder, large block answer sheets, breaks and extended time including multiple days, private to small group settings, etc.… (CB-A, 2019) Scoring and results: Parents and students can log in to see your results. The assessment reports a total section score, which is the sum score of both the reading/writing section and math section assessments. The essay section is reported as a separate score. Each assessment score will range between 200-800, with a total score ranging from 400-1600. There is further breakdown into sub-scores, in categories of Reading, Writing and Language, and Math. (CB-B, 2018) | How teachers might use these results to inform instruction and curriculum planning. Teachers that have access to Power Schools in their district may have access to student test results, such as: CAASPP, any reading/math inventory (local tests), physical fitness test, p-SAT and SAT scores.  Teachers that have access to this data could analyze this information for each student, to better learn how they learn and apply this knowledge to how they create their lesson plans for each unit.  The SAT has many books and other study material would be test takers should use to study and improve their SAT score.  Scores can be reviewed as a way to help students pursue more rigorous course loads or scores could help indicate when a student could benefit from additional tutoring.  The CAASPP does offer example materials online for free. Some focus on how to interface with the test should be taken into account.  Incorporating many small practice assessments that are similar to how the assessments are designed into each lesson plan throughout the year will help teachers and students gain a deeper understanding of what the assessment is asking of the student and familiarizing the student of the vocabulary used by these assessments (Lang, Stanley, & Moore, 2008). By the time they get to the assessment, students will not get hung up on the mechanics of the assessment and focus on performing. | The California Assessment of Student Performance and Progress was launched on 1 January 2014 to replace California’s Standardized Testing and Reporting program.  The main purpose of CAASPP is to help administrators, teachers, students, and parents use a variety of assessment methods and subjects to promote high-quality teaching and education (CDE-CAASPP, 2019). Accommodations: CAASPP offers a full range of evaluation resources to all types of students, including English Language Learners and students with disabilities. Universal tools with individual preferences and selections are available to all students. Designated supports and accommodations are available to all 504 plans and/or Individualized Education Programs (IEP’s). Braille, breaks, scratch paper, highlighter, line reader, oral clarification of test directions, zooming in and out, audio amplification, and sign language are some examples of CAASPP accommodations (CDE-ORR, 2019). Scoring and results: Results will come in the mail addressed to the student with a “score report” describing how the students match up to state target standards.  There are four levels: Standard Exceeded (Level 4), Standard Met (Level 3), Standard Nearly Met (Level 2), Standard Not Met (Level 1). The performance levels for each grade vary for each level and are increasingly more difficult than in the previous grade and level. In order to remain at the same level as the previous school year, students may need a higher score the next year. (RUC, 2019) C.A.A.S.P.P California Assessment of Student Performance and Progress |