Seattle Schools Assessment Steering Committee
June 2016 Recommendations Report

Prepared for: Superintendent Nyland
Date: June 1, 2016

Background

The Seattle Schools Assessment Steering Committee was assembled in spring of 2016 as part of the 2015-2018 Collective Bargaining Agreement (CBA) between Seattle Schools and the Seattle Education Association Certificated Non-Supervisory Employees. Language from the CBA outlining the details of agreements made related to this committee are listed below:

SECTION F: THE ASSESSMENT COMMITTEE

1. SEA and the District agree that tests required by federal or state law are exempted from this section, except for section 7.a, Minimizing Disruptions.

2. SEA and the District agree that closing the achievement gap is a complex endeavor that requires many different interventions that target direct and indirect causes.

3. SEA and the District agree that student achievement may be impacted whenever instructional time or student access to resources, such as libraries and computer labs, is disrupted.

4. SEA and the District agree that assessment plays a key role in supporting student achievement.

5. SEA and the District agree that student assessment is a complex issue that has many different dimensions and impacts students, teachers, and support staff in a variety of ways.

6. SEA and the District agree that no additional District-mandated assessments will be added after a District-wide annual assessment calendar has been approved by the superintendent. Building faculty and administrators may adopt additional assessments in their buildings by working through their building's decision-making process.

7. SEA and the District agree that the Assessment Committee will address a range of issues related to the annual assessment calendar as described below and will focus on making recommendations to the Superintendent in the following areas:

   a. Minimizing Disruptions: Developing recommendations for reducing the impact of testing on instructional time and student access to resources, such as libraries and

computer labs;

b. Assessment Review: Reviewing and identifying standardized or common assessments, to recommend for building, regional, or district-wide use.

1) The committee's recommendations will be presented in writing to the Superintendent. That writing must contain a discussion of why the assessment was chosen, and why the test is valid, reliable, and unbiased.

2) The committee will consider the needs of SPED and ELL students.

3) District-wide Annual Assessment Calendar: Each year of this contract, the committee will collaborate with Research Evaluation & Assessment staff to develop a proposed Districtwide annual assessment calendar for the upcoming academic year. A draft will be produced no later than May 1. The District-wide assessment calendar will be finalized by August 15.

4) Committee Composition: The Assessment Committee will consist of three (3) members appointed by SPS and five (5) members appointed by the SEA. The parties will make their best effort to assure that the Committee reflects the racial and ethnic composition of the District.

Committee Membership

Despite their best efforts, the committee was unable to achieve the composition outlined in the CBA. The committee will reconvene in the Fall of the 2016-2017 school year, at which time efforts will be made to engage additional SEA members.

The following individuals made up the membership of the Assessment Steering Committee for spring 2016:

Name	Title	Affiliation
Megan Bale	ELA Assessment Specialist	Seattle Schools – District Office
Audrey Kovacs-Storlie	Assistant Principal	Thurgood Marshall / PASS
Derek Grandbois	Teacher	Hazel Wolf K-8 / SEA
Audrey Roach	Math Assessment Specialist	Seattle Schools – District Office
Andy Russell	Teacher	Dearborn Park Elementary / SEA
Doug Sohn	Assistant Principal	Adams Elementary / PASS
Colleen Stump	Assistant Principal	Stevens Elementary / PASS

<u>**Recommendations**</u>

Recommendations for Minimizing Disruptions

The Assessment Steering Committee was charged with developing recommendations for reducing the impact of testing on instructional time and student access to resources, such as libraries and computer labs. The committee engaged in deep discussion around the barriers to student learning caused by required assessments including ELPA-21, Smarter Balanced, Measurement of Student Progress (MSP) and Measurement of Academic Progress (MAP). Committee members identified numerous impacts on instructional time and access to resources as a result of these assessments, citing the following issues as particularly salient:

1.) Technology continues to be an issue in test administration and is impacting instructional time

a.) Students have been unable to be logged onto Smarter Balanced testing because system is full. Schools have also experienced significant challenges logging students onto other online assessment platforms (e.g., MAP) using the lockdown menu.

b.) Wireless networks cannot manage capacity of number of students testing.

c.) Some schools have technology that is outdated, slow, or weak – leading to difficulty logging onto and accessing online assessments.

d.) Building leaders are unaware of when the district is sending script updates to computers. As a result, students who are logging on may have to wait for a computer to update, leading to delays in testing.

2.) Staffing resources are impacting instructional time

a.) For ELPA-21 testing, the assessment is typically administered by the ELL teacher, meaning that instruction does not take place during testing windows. Instruction in the general education classroom continues while students are testing, which means students are falling behind during testing periods.

b.) Administrators and/or teachers are frequently acting as test administrators, technology trouble-shooters, and lab coordinators. Computer-based assessments require someone to manage technology building-wide, including inventorying technology (headphones, laptops, desktops) and securing additional tools if necessary. Scheduling resources for assessments is cumbersome and takes weeks to complete.

3.) Misalignment between district/state assumptions and reality

a.) OSPI's recommended testing times are much shorter than actual administration time, leading to scheduling issues.

b.) The district makes assumptions around the resources (time, physical resources) schools have to carry-out testing. Oftentimes schools do not have adequate resources to complete assessments in a way that does not significantly disrupt instruction.

c.) Students continue to lack keyboarding skills.

d.) Teachers are skipping non-tested content areas to focus on test preparation due to pressure around improvement in scores.

Based upon the impacts identified above, the committee reached the following recommendations:

1.) The district should develop district-based guidelines for testing time. A survey could be conducted to determine average testing time by grade and subject area across Seattle Schools, in addition to loss of resources across test administration windows. This information could be used to develop realistic guidelines for administration of the Smarter Balanced assessment in spring of 2017. Currently, we do not have a realistic sense of the actual amount of time students are engaged in assessment activities (including test preparation). Through this data, the district could make determinations around whether Seattle Schools meets the federal recommendation that students spend less than 2% of their time engaged in assessment activities.

2.) The district should develop model Smarter Balanced testing schedules. Model testing schedules would be created based upon a building's number of students and available technology. Model testing schedules would save time for building administrators and test coordinators and could be developed strategically to minimize disruptions in classroom instruction. Model schedules would not be mandated. These would exist as a resource for schools to use in developing their own schedules.

3.) The district should develop and distribute a list of best practices related to ensuring students do not lose out on instructional time due to testing. Best practices may include recommendations that students participating in ELPA-21 testing be provided summaries of missed content, assignment reviews, or small group instruction on missed content. Best practices may also include scheduling guidelines that describe how to adjust general education instruction during testing windows to ensure that students are not missing critical content.

4.) The district should provide professional development related to the common core state standards and alignment to the Smarter Balanced assessment. Many teachers are engaging in "test prep", rather than preparing their students to do well on summative assessments through authentic instruction aligned to standards. Professional development that

demonstrates how to prepare students for Smarter Balanced through embedded instructional activities across content areas may lead to a reduction in rote test preparation and emphasize instruction across content areas to ensure that untested subject areas are addressed.

5.) The district should provide technology support for schools. Schools need support with ensuring that enough resources are available to complete testing (computers, laptops, headphones, mice, etc.) and that available technology functions properly. The committee recommends that building or regional technology support staff be hired to support schools with test setup and administration. Additionally, the committee recommends that Seattle Schools provide adequate technology to schools to ensure that required assessments do not disrupt instruction or access to resources such as computer labs and/or libraries. Adequate technology includes: desktops/laptops, headphones, and computer mice.

6.) The district should provide funding and guidelines for building assessment coordination. Currently, administrators, teachers and specialists are coordinating assessments at the building level. These individuals are often unable to support students due to completing their duties as testing coordinators. The committee recommends that a needs assessment be conducted to determine if the district should provide additional staffing for schools to hire part-time assessment coordinators, or to provide guidelines on the designation of assessment coordinators to ensure that these individuals are not responsible for working with students and receive a stipend for their time.

Assessment Recommendations

The Assessment Steering Committee was charged with reviewing and identifying standardized or common assessments, to recommend for building, regional, or district-wide use. The committee is making the following recommendations regarding assessments for building, regional, or district-wide use:

1.) Interim Assessments
The committee recommends that Smarter Balanced interims be used during the 2016-2017 school year as an optional interim assessment. The committee is recommending these assessments because they are aligned to state learning standards, they mirror the format and design of the summative assessment, and they provide valid and reliable student data. The Smarter Balanced interim assessments will also provide item level reporting during the 2016-2017 school year as well as in Interim Assessment Report View that allows teachers to preview assessment items in advance. The committee recognizes that some schools may prefer an assessment with more advanced reporting options and standards level data, similar to the Amplify assessments used during the 2014-2016 school years. Given the cost and limited time-frame available to conduct an RFP to identify an alternative assessment for the 2016-2017 school year, the committee does not believe identification of an alternative assessment is viable or advised at this time. The committee recognizes the importance of ensuring high-quality content and reporting

options with any assessment adopted for use within the district. In order to ensure a careful vetting process and selection of an assessment that meets the needs of students and teachers, the committee recommends that the district consider looking at alternative interim assessments that may provide more detailed reporting options for use during the 2017-2018 school year. The committee recommends that the district begin exploring alternative interim assessments during the 2016-2017 school year that may be adopted for use during the 2017-2018 school year, depending on teacher needs and alignment with the district's balanced assessment framework.

The committee recommends that buildings use their BLT's decision-making framework to determine if and how they engage in the Smarter Balanced interim assessments during the 2016-2017 school year.

The committee recommends that the district provide trainings on the use of these assessments and interim data analysis in order to inform instructional planning. The committee also recommends that the district develop recommendations around administration of these assessments in alignment to instructional scope and sequences being used in building.

The committee recommends that it be communicated that Smarter Balanced interim blocks should not be used as a way to demonstrate student growth, and that the purpose and appropriate use of these assessments be clearly communicated.

2.) Measurement of Academic Progress
Committee members expressed concern over the reliability of MAP testing for primary students, as well as the use of MAP testing for Advanced Learning eligibility. The committee recommends that Seattle Schools explore alternative assessments for identification of students for Advanced Learning Opportunities, beginning in the 2017-2018 school year. The committee recommends that the district explore new assessments, as well as the use of existing assessments (e.g., WaKIDS) for use with Advanced Learning identification. For the 2016-2017 school year, the committee recognizes that it is not feasible to select an alternative assessment, and therefore recommends the continued use of MAP in grades K-2.

3.) K-2 Formative Assessment Tasks
The assessment committee recommends that the district purchase the *Pulse Learn* K-2 formative assessments for both Math and ELA as an option for teachers to use.

As described by the Partnership Resource Center:

The primary purpose of the Pulse Learn K-2 ELA and mathematics tools is to provide educators with instructionally useful information related to how K-2 students demonstrate knowledge (including in relation to content progressions), and provide that information at an

appropriate level of detail and specificity to supplement a teacher's current understanding of student proficiency.

The formative tools are incorporated into the curriculum and gather information about student learning in a way that seeks to be "invisible" to the student. That is, the formative experiences are designed to fit within the regular experience of even the youngest students. This provides teachers with information they can use to adjust instruction as appropriate.

The committee is recommending these assessments to provide K-2 teachers with standards-aligned formative assessments to inform instruction and provide a model for standards-based assessment and instruction. Currently, there is a dearth of standards-aligned assessment resources for K-2 teachers. Based upon SPS field testing data conducted during the 2015-2016 school year, these assessments are easy-to-use, provide actionable student data, and model generalizable strategies for both assessment and instruction.

In regards to reliability and validity, as described by the Partnership Resource Center:

The processes and procedures used to develop the items in the Pulse Learn Diagnostic item bank and formative tools built upon and were derived from those used for development of the PARCC Summative assessments. In both cases, the design phase started with the development and use of the Model Content Frameworks (http://www.parcconline.org/resources/educator-resources/model-content-frameworks), which clarify areas of emphasis in the standards within each grade and shifts across grade-levels. From there, task models and evidence statements were developed to specify clear descriptions of what students should know and be able to do to. The Diagnostic test specifications were designed with intent to use the same test specifications and methodologies for item production as those used to produce the summative items to allow for likely correlation of diagnostic and summative data collection, and because extensive research on the functionality of these specifications indicated appropriateness of them for the Diagnostic design. Similarly, the item review process for the Diagnostic and formative tool development used methodologies honed through the development of several college and career-ready summatives, with educators involved to carefully review each item prior to and subsequent to field testing of the items to be placed in the item bank. Finally, the same Technical Advisory Committee who supports the PARCC Summative assessments (a group made up of prominent psychometric and assessment experts) provided input and guidance during the design and development process to ensure technical quality of the tools.

The committee is concerned about making the assessments available to anyone without first receiving professional development. As such, the committee recommends that teachers receive either in-person or web-based training as a requirement before receiving the assessment materials. The committee also recognizes the importance of buy-in when

adopting any new assessment. As such, messaging to administrators on the purpose and use of these assessments is essential. The committee envisions that these assessments will be most successful if teachers use the assessments with their colleagues, but the committee does not want to discourage use by individual teachers as an option.

<u>**Additional Recommendations**</u>

In addition to discussing recommendations for reducing the impact of testing on instructional time and student access to resources, committee members expressed a need for improved communication and transparency around assessment within Seattle Schools. Committee members believe the following recommendations are critical to the success of the district's assessment program:

1.) The district needs to provide guidance and communication around how to effectively use different types of data and assessments in addition to providing training and support to build the assessment literacy of teachers and administrators. The district should provide clear communication on the purpose of all required and optional assessments, and how these data and assessments can best be utilized to support instructional and programmatic decision-making. This includes the use of student data by outside organizations. This committee recommends a focus on deepening assessment literacy throughout our system.

2.) The district needs to be more transparent about what "refusal" means and what our expectations are for students who "refuse" to take assessments.

The assessment committee would like to thank Superintendent Nyland for considering the recommendations above. We are confident that our district has the capacity to improve student outcomes and achieve our vision of *Every Student, Every Classroom, Every Day* with the support of a robust, well-designed assessment system.

Seattle Schools Assessment Calendar • 2016-2017
Grades: K-2

	District	State			
	MAP Reading and Math	**WaKIDS – Teaching Strategies Gold** Whole Child Assessment (Social-Emotional, Physical, Language, Cognitive, Literacy, Math)	**OSPI Developed Assessments** The Arts	**DIBELS** Oral reading fluency	**ELPA-21** Writing, Reading, Listening, and Speaking (*for eligible students****)
Kindergarten	Optional (Fall) Sep 21-Oct 28 **Required** (Winter only) Jan 3- Feb 3 Optional* (Spring) May 8 – June 9	Checkpoint Dates: **Required for ALL K** (Checkpoint 1) July 1 – Oct 31 **Required for levy schools only** (Checkpoint 2) Nov 1 – Mar 31 Optional for all schools* (Checkpoint 3) Apr 1 – June 30	**Required** Reporting on Visual and Performing Arts Cornerstone Assessment Due June 10		Online: February 1 – March 30
First	Recommended (MAP Screening)** (Fall) Sep 21-Oct 28 Optional* (Winter) Jan 3- Feb 3 **Required** (Spring) May 8 – June 9		**Required** Reporting on Visual and Performing Arts Cornerstone Assessment due June 10		Online: February 1 – March 30
Second	Recommended (MAP Survey)** (Fall) Sep 21-Oct 28 Optional* (Winter) Jan 3- Feb 3 **Required** (Spring) May 8 – June 9		**Required** Reporting on Visual and Performing Arts Cornerstone Assessment due June 10	**Required:** Sep 19 – October 28	Online: February 1 – March 30

*Advanced Learning uses achievement results from SPS required administrations for Advanced Learning eligibility. Buildings may elect to administer MAP in Fall or Spring for screening purposes or to measure student growth. Buildings may also elect to administer Teaching Strategies Gold during the optional checkpoints. Determining whether or not to administer optional assessments is a decision that should be made collaboratively with administrators and staff through a building's decision-making framework.

SPS recommends that schools administer the MAP Screening (1st) Survey (2nd /3rd) in Fall as a screener for a building's Multi-tiered systems of support framework. MAP Screening and Survey are shorter, screener versions of MAP that are about half the length of the standard **MAP Survey with Goals (required in Winter).

*** ELPA-21 testing is required, annually, for qualified English language learner (ELL) students, students in the State Transitional Bilingual Education Program and ELL waived students.

Seattle Schools Assessment Calendar • 2016-2017
Grades: 3-5

	Smarter Balanced	MSP	OSPI Developed Assessments	OSPI Developed Assessments	OSPI Developed Assessments	OSPI Developed Assessments	OSPI Developed Assessments	ELPA-21	WA-AIM
State									
	English Language Arts and Math	Science	Social Studies	The Arts	Health	Physical Education - Fitness	Physical Education - Cognitive	Writing, Reading, Listening, and Speaking (*for eligible students**)	English Language Arts and Math (*for eligible students***)
Third	Required ELA & Math Mar 13 – June 2			Required Reporting on Visual and Performing Arts Cornerstone Assessment due June 10		Required Pre-assessment Sep/Oct Post Assessment May/June		Online: February 1 – March 30	Online: October 17- April 7
Fourth	Required ELA & Math Mar 13 – June 2		Required Civics Assessment in *either 4th or 5th* grade by June 30th	Required Reporting on Visual and Performing Arts Cornerstone Assessment due June 10	Required Nutrition assessment due June 15th	Required Pre-assessment Sep/Oct Post Assessment May/June		Online: February 1 – March 30	Online: October 17- April 7
Fifth	Required ELA & Math Mar 13 – June 2	Required Online April 17 – June 2	Required Civics Assessment in *either 4th or 5th* grade by June 30th	Required Reporting on Visual and Performing Arts Cornerstone Assessment due June 10		Required Pre-assessment Sep/Oct Post Assessment May/June	Required Cognitive assessment due June 15th	Online: February 1 – March 30	Online: October 17- April 7

* Participation in WA-AIM is for eligible students receiving special education services. Participation is an IEP team decision as outlined in WAC 392-172A-03090 through 03110. Additional information on student participation available here

** ELPA-21 testing is required, annually, for qualified English language learner (ELL) students, students in the State Transitional Bilingual Education Program and ELL waived students.

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Seattle Schools Assessment Calendar • 2016-2017
Grades: 6-8

	State								
	Smarter Balanced	**MSP**	**OSPI Developed Assts.**	**OSPI Developed Assts.**	**OSPI Developed Assts.**	**OSPI Developed Assts.**	**OSPI Developed Assts.**	**ELPA-21**	**WA-AIM**
	English Language Arts and Math	Science	Social Studies	The Arts	Health	Physical Education-Fitness	Physical Education-Cognitive	Writing, Reading, Listening, and Speaking (*for eligible students**)	English Language Arts and Math (*for eligible students***)
Sixth	**Required** ELA & Math Mar 13 – June 2			**Required** Reporting on Visual and Performing Arts Cornerstone Assessment due June 10		**Required** *Semester 1* •Pre-Asst. Sep/Oct •Post Asst. Jan *Semester 2* •Pre-Asst. Jan •Post Asst. May		Online: February 1 – March 30	Online: October 17- April 7
Seventh	**Required** ELA & Math Mar 13 – June 2		**Required** Civics Assessment in *either* 7th or 8th grade by June 30th	**Required** Reporting on Visual and Performing Arts Cornerstone Assessment due June 10	**Required** Drug & Alcohol Assessment due June 15th	**Required** *Semester 1* •Pre-Asst. Sep/Oct •Post Asst. Jan *Semester 2* •Pre-Asst. Jan •Post Asst. May		Online: February 1 – March 30	Online: October 17- April 7
Eighth	**Required** ELA & Math Mar 13 – June 2	**Required** Online April 17 – June 2	**Required** Civics Assessment in *either* 7th or 8th grade by June 30th	**Required** Reporting on Visual and Performing Arts Cornerstone Assessment due June 10		**Required** *Semester 1* •Pre-Asst. Sep/Oct •Post Asst. Jan *Semester 2* •Pre-Asst. Jan •Post Asst. May	**Required** Cognitive assessment due June 15th (administered in PE)	Online: February 1 – March 30	Online: October 17- April 7

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** ELPA-21 testing is required, annually, for qualified English language learner (ELL) students, students in the State Transitional Bilingual Education Program and ELL waived students.

Questions?

MAP (Measurement of Academic Progress)

District contact: TBD

mapadmin@seattleschools.org

SBA (Smarter Balanced Assessment)

District contact: TBD

sbacadmin@seattleschools.org

OSPI Contact:

StateTesting@k12.wa.us

WaKIDS (Washington Kindergarten Inventory of Developing Skills) – Teaching Strategies Gold

District Contacts:

Teresa Swanson, Special Education Services Supervisor

taswanson@seattleschools.org

Trish Campbell, Special Education Services Supervisor

pacampbell@seattleschools.org

OSPI Contact:

Content Support

wa.aim@k12.wa.us

360-725-6089

Education Technology

OSPI contact:

edtechcba@k12.wa.us

OSPI Developed Assessments

Social Studies

District contact:

Kathleen Vasquez, Literacy and Social Studies Program Manager

kavasquez@seattleschools.org

The Arts

District contact:

Gail Sehlhorst, Visual and Performing Arts Program Manager

ghsehlhorst@seattleschools.org

OSPI contact:

Anne Banks, Program Supervisor

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360-725-4966

Health and Physical Education

District contact:

Lori S. Dunn, Physical Education and Health Literacy Program Manager

lsdunn@seattleschools.org

OSPI contact:

Marissa Rathbone, Program Supervisor

marissa.rathbone@k12.wa.us

360-725-4977

ELPA-21 (English Language Proficiency Assessment)

District Contact: Miguel Castro

206-252-0076

macastro@seattleschools.org

OSPI Contact:

ELPA21@k12.wa.us

Seattle Schools Assessment Calendar • 2016-2017
Grades: 9-12

	College Entrance/Placement		State Assessments / Graduation Requirements									
	PSAT/SAT	AP/IB	EOC Exams	Smarter Balanced	Off-Grade Level Graduation Alternatives	OSPI Developed Assts.	OSPI Developed Assts.	OSPI Developed Assts.	OSPI Developed Assts.	OSPI Developed Assts.	ELPA-21	WA-AIM
				English Language Arts and Math	English Language Arts, Math, Science	Social Studies	The Arts	Health	Physical Education - Fitness	Physical Education - Cognitive	Writing, Reading, Listening, and Speaking (for eligible students**)	English Language Arts and Math (for eligible students)
Ninth **Class of 2020**		AP & IB exams, for students in those courses: May 2-13, makeups follow	**BIOLOGY** **Retake Only** Jan. 17-19 or Jan. 24-26 **Enrolled in course** May 30 – June 1or June 6-8 School decision				**Required** Reporting on Visual and Performing Arts Cornerstone Assessment due June 10	**Required** Mental Health Assessment in *either* 9th or 10th due June 15th	**Required** Pre/Post Fitness assessment in PE classes taken after Personal Fitness completed, due June 15th	**Required** Cognitive Assessment in Personal Fitness in *either* 9th or 10th due June 15th	Online: February 1 – March 30	
Tenth **Class of 2019**	PSAT Oct. 19* Tentative - pending funding	AP & IB exams, for students in those courses: May 2-13, makeups follow	**BIOLOGY** Jan. 17-19 or Jan. 24-26 May 30 – June 1or June 6-8 School decision	**ELA** **only, required for graduation** March 6-June 2 **MATH** (available to students currently in or previously passed Algebra II March 6-June 2	**ELA & Math** March 6-June 2		**Required** Reporting on Visual and Performing Arts Cornerstone Assessment due June 10	**Required** Mental Health Assessment in *either* 9th or 10th due June 15th		**Required** Cognitive Assessment in Personal Fitness in *either* 9th or 10th due June 15th	Online: February 1 – March 30	
Eleventh **Class of 2018**	SAT March 1* Tentative - pending funding	AP & IB exams, for students in those courses: May 2-13, makeups follow	**MATH -Algebra I Geometry & BIOLOGY** Jan. 17-19 or Jan. 24-26 May 30 – June 1or June 6-8 School decision	**Required** **ELA & Math** (if college-readiness cut scores not met in 10th grade) March 6-June 2	**ELA & Math** March 6-June 2	**Required** Civics Assessment in *either* 11th or 12th grade due June 30th	**Required** Reporting on Visual and Performing Arts Cornerstone Assessment due June 10				Online: February 1 – March 30	Online: October 17-April 7
Twelfth **Class of 2017**		AP & IB exams, for students in those courses: May 2-13, makeups follow	**MATH Algebra I, Geometry & BIOLOGY** Jan. 17-19 or Jan. 24-26 May 30 – June 1or June 6-8 School decision	**Fall 2016 Retake ELA & Math** October 31- November 18	**Fall 2016 (retake) ELA & Math** October 31 – November 18 **Science** October 31- November 18 **Spring 2017 ELA & Math** March 6 – June 9 **Science** March 6 – June 9	**Required** Civics Assessment in *either* 11th or 12th grade due June 30th	**Required** Reporting on Visual and Performing Arts Cornerstone Assessment due June 10				Online: February 1 – March 30	

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Revised 8/18/16

Questions?

SBA (Smarter Balanced Assessment)

District Contact: TBD

sbacadmin@seattleschools.org

OSPI Contact:

statetesting@k12.wa.us

WA-AIM (Washington Access to Instruction and Measurement)

District Contact:

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Special Education Supervisor	Special Education Supervisor
taswanson@seattleschools.org	pacampbell@seattleschools.org

ELPA-21 (English Language Proficiency Assessment)

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OSPI Developed Assessments

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Health and Physical Education District Contact:

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