

Guidance for State-Provided Classroom Benchmark Assessments (CBAs)



West Virginia DEPARTMENT OF
EDUCATION

What are CBAs?

CBA is the general name used to denote the state-provided benchmark assessments for grades 3-8. These assessments fulfill the West Virginia Accountability System's Academic Progress Indicator requirement for Elementary and Middle Schools as stipulated in the State Consolidated Plan for the Every Student Succeeds Act (ESSA). While districts may use various benchmark assessment tools, the West Virginia Accountability System's Academic Progress Indicator will be measured by the state-provided CBAs in English language arts (ELA) and mathematics. Educators can use the results from the CBAs along with other benchmark assessment tools to diagnose students' strengths and weaknesses and adjust instruction as needed.

What is the timeline for administration of state-provided CBAs in 2017-2018?

Because of changes in assessment vendors, state-provided benchmark assessments were not available at the beginning of the 2017-2018 school year. In order to account for this delay, the Academic Progress Indicator will be implemented in two phases. Phase I occurs in the 2017-2018 school year; schools need to administer the state-provided CBAs to all students in grades 3-8 at least one time before the end of the 2017-2018 school year.

Note: Districts determine their West Virginia General Summative Assessment (WVGSA) testing window. Once a district's WVGSA testing window opens, all interims, including the state-provided CBAs, will not be available for administration. Therefore, schools must complete the state-provided CBA prior to their district's administration of the WVGSA.

How will the state-provided CBA results be used for Accountability in 2017-2018?

For the 2017-2018 school year, the Academic Progress Indicator will be calculated using the results from the last ELA and math CBA administered prior to the district's administration of the WVGSA. In 2017-2018, the Academic Progress Indicator in elementary and middle schools will be calculated using the same methodology as the Academic Achievement Indicator that uses the WVGSA results. This calculation assigns a graduated points allocation based on student performance as the numerator. The denominator will represent ninety-five percent (95%) of enrolled FAY students, or the number of enrolled FAY students assessed, whichever is greater. For the purposes of determining the denominator for this indicator measure, an additional FAY consideration is specified whereby all students enrolled in a school for at least 135 instructional days, and are present in both the second-month and end-of-year enrollments for the school are included. The results will be calculated into a percentage and the school will earn that percentage of the total 125 points available for this indicator.

In 2018-2019 and thereafter, what is the timeline for administration of state-provided CBAs?

Phase 2 will begin in 2018-2019 and every year thereafter unless the State's ESSA Plan is revised. This phase requires student progress for ELA and mathematics to be calculated utilizing pre- and post-benchmark scores for all students in grades 3-8. The baseline collection must be completed by October 1 and the follow-up collection must be completed before the district's administration of the WVGSA.

In 2018-2019 and thereafter, how will the state-provided CBA results be used for Accountability?

The Academic Progress Indicator is operationalized as a categorical improvement in student performance levels from two administrations of state-provided CBAs over the course of an academic year. Beginning in 2018-2019, the Academic Progress Indicator will be calculated by summing the number of students who progress by one or more performance categories (numerator). The same denominator requirements stated for the 2017-2018 calculation apply to future years.

Best Practices for CBAs

5 CBA Dos	5 CBA Don'ts
Maintain a standardized testing environment for all students	Allow students to be tested inconsistently and unreliably
Minimize exposure to ELA and math resources/ reference materials, noise, distractions, and other outside interruptions during testing	Have students test in an uncontrolled and non-secure environment
Minimize exposure to CBA questions and content prior to testing	Review CBAs with students prior to testing
Offer any needed supports and accommodations	Refuse any needed supports and accommodations
Administer with honesty, integrity, due care, and fairness	Administer with a lack of honesty, integrity, due care, and fairness

Grades 3-8 Guidance for Best Practices using CBAs

Before Testing

Students should:

- Be given basic information about the test, such as general test taking strategies, how to take the test using the testing platform, when they will take the test, what the test measures, the levels of performance, how the test will provide a Lexile or Quantile score, and how results will be used
- Have minimal exposure to the questions and content of the test

Teachers should:

- Be familiar with the test, testing platform, and procedures
- Schedule testing in advance (computer labs, laptop carts, etc.)
- Standardize the testing rooms so that all students test in a similar environment
- Remove any materials/posters that contain information that might be on the test

During Testing

Teachers should:

- Give students any necessary resources needed for testing
- Minimize all noise and distractions
- Provide adequate room and workspace for students in a clean and safe environment
- Read any directions and give any necessary guidance about the test
- Assist students only with the technical aspects of taking the test
- Do not assist students with answering any of the questions or content of the test
- Monitor students and the integrity of the test by discreetly observing students
- Upon completing the test, make sure students have successfully exited the test and logged off the testing platform

After Testing

Teachers should:

- Maintain the integrity and validity of the test
- Verify that all required students have completed the CBAs
- Test any students who have not tested in a standardized setting
- Inform the principal or building level coordinator that students have completed the CBAs
- Diagnose students' strengths and weaknesses and adjust instruction as needed