

## ACTAAP and TESS Legal Requirements

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5.0 Developmentally appropriate, augmented, criterion-referenced, or norm-referenced assessments in kindergarten through grade 12 as determined by the State Board.

- 5.01 Kindergarten, Grade One and Grade Two
  - 5.01.1 The Board shall adopt and the Department shall implement a developmentally appropriate uniform school readiness screening to validate a child's school readiness as part of a comprehensive evaluation design. The Department shall require that all school districts administer the uniform school readiness-screening to each kindergarten student in the district upon the student's entry into kindergarten. Children who enter public school for the first time in first grade must be administered the uniform school readiness screening developed for use in the first grade.
  - 5.01.2 Grades 1 and 2: The Department shall select a developmentally appropriate assessment to be administered to all students in first grade and second grade in reading and mathematics.
- 5.03 Norm-Referenced Tests
  - 5.03.1 The Board shall adopt a norm-referenced test to be administered in grade 3 through grade 9 in mathematics and reading and in science at Grades 5 and 7, which shall be administered by the Department annually.

6.0 Student Performance Levels

- 6.02 The Board shall establish four (4) performance levels for Grades K-2 for the norm-referenced assessment administered as part of the Arkansas Comprehensive Assessment Program for reading and mathematics. The following numerical scores define those performance levels.

7.0 Student Accountability

- 7.02 Students identified as failing to achieve at the proficient level on a) the state mandated CRT (as referenced in Section 6.04 tables: Mathematics Criterion Referenced Assessments, Science Criterion Referenced Assessments, Literacy Criterion Referenced Assessments), b) students in grade K scoring delayed on either written language or oral communications and scoring delayed in mathematics on the state mandated uniform readiness screening (as referenced in Section 3.46 Uniform School Readiness Screening); and c) students in grades 1 and 2 not scoring proficient on the state mandated NRT(as referenced in Section 6.02 tables, Mathematics Norm Referenced Assessment standard score cut scores and Reading Norm-Referenced Assessment standard score cut scores), shall be evaluated by school personnel, who shall jointly develop a remediation plan with the student's parents. The remediation plan (AIP or if appropriate IRI) will assist the student in achieving the expected standard and will describe the parent's role and

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responsibilities as well as the consequences for the student's failure to participate in the plan.

### 7.09

- 7.09.2 The State Board of Education established performance levels for kindergarten, grade 1 and grade 2 that define substantial difficulties in reading based on the state-mandated, developmentally appropriate assessment. The state-mandated Uniform Screening Readiness (USR) instrument shall be used to determine substantial reading difficulty for kindergarten students. 7.09.3 All kindergarten students exhibiting substantial difficulties in reading will be evaluated by school personnel for the purpose of diagnosing specific reading difficulties. This evaluation will occur within 30 days of receiving the USR results. 7.09.4 Within 30 days of the beginning of school, grade 1 and grade 2 students exhibiting substantial difficulties in reading will be evaluated by school personnel for the purpose of diagnosing specific reading difficulties. However, in those school years in which the State Board of Education shall revise the performance levels schools shall be allowed 30 days from the date of the final approval to conduct the evaluation.
- 7.09.5 The evaluation shall include the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).
- 7.09.6 School personnel shall develop an Intensive Reading Improvement plan (IRI) that describes the intervention program for any student identified with substantial reading difficulty. The IRI shall be developed cooperatively by appropriate teachers and/or other school personnel knowledgeable about the student's performance or responsible for remediation.
- 7.09.8 The IRI shall include valid and reliable progress monitoring assessments to measure student growth toward the grade level benchmarks in each essential element of reading.
- 7.09.10 Student achievement in each of the essential elements shall be monitored monthly after students complete the intervention. Students who are not meeting current expectations shall be provided additional interventions.

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### TESS

#### 6.03 Student growth measure –

- 6.03.1 Annually, a Student-Ordered Assessment Rank (SOAR) value that reflects whether the teacher's summary growth statistics meet or exceed a threshold of student growth among all teachers in the state.
  - 6.03.1.1 The applicable growth thresholds used for all growth determinations necessary for compliance with these rules and the Teacher Excellence and Support System will be based upon a Student Growth Percentile Model with the threshold percentile determined by the Department annually with input from the Teacher Evaluation Advisory Committee and published on the Department's website.
  - 6.03.1.3 For teachers teaching kindergarten through grade 3, special education teachers, and teachers who only teach seniors, during the 2014-2015 school year, the Department will conduct a study to determine the appropriate assessments to be used to measure student growth. The 2015-2016 school year will provide baseline data using the assessments. Beginning with the 2016-2017 school year, the assessments will be used as the external assessment measure required by these rules and the Teacher Excellence and Support System.