

CODIFICATION REFERENCE NUMBER: M 2622

DATE: September 30, 2002

PUPIL ASSESSMENT

RESPONSIBILITY:

The Supervisor of Math will be responsible for the implementation of the Bernards Township Pupil Assessment Program.

PROCEDURES:

See the following.

RESPONSIBILITY:

The Building Principals will be responsible for the implementation of the Bernards Township Kindergarten Screening and the Director of Special Services will be responsible for the implementation of Preschool Identification (Child Find).

PROCEDURES:

See attached BERNARDS TOWNSHIP PRESCHOOL AND KINDERGARTEN SCREENING procedures on pages 35-38 in this document.

TABLE OF CONTENTS

Page

PUPIL ASSESSMENT PROGRAM

I.	Addressing the Basic Skills Assessment and Evaluation Components4 of State and Federal Requirements	4
II.	The Bernards Township Public Schools Assessment Plan.....5	5
III.	K-5 Performance Assessments/Evaluations7	7
IV.	Directory of Group Administered Assessment Instruments13	13
V.	Procedures Used for Verification of Pupils’ Needs for Remediation.32	32
VI.	Guidelines/Timelines Concerning Public Release of Information32	32
VII.	Procedures for Test Administration and Scoring.....32	32

INDIVIDUAL ADMINISTERED STANDARDIZED TESTS

I.	Authorization.34	34
II.	Recording Procedures.34	34
III.	Interpretation Procedures34	34

PRESCHOOL IDENTIFICATION AND KINDERGARTEN SCREENING

I.	Procedures for Preschool Identification (Child Find).....36	36
II.	Procedures for Kindergarten Screening38	38

BERNARDS TOWNSHIP

PUPIL ASSESSMENT PROGRAM

OVERVIEW

Standardized tests included in this directory must be administered to all students at the designated grade levels, on the approved time schedule; a learning disabled student whose IEP specifies exemption will not take the test.

Some pupil assessments are not standardized.

Standardized tests administered individually by the child study team members or other professional specialists are not listed in the group test directory.

I.

ADDRESSING THE BASIC SKILLS ASSESSMENT AND EVALUATION COMPONENTS OF STATE AND FEDERAL REQUIREMENTS

The group testing program in Bernards Township uses standardized measuring devices that ATTEMPT to assess student achievement and aptitudes. In addition, comprehensive vocational interest inventories are given. Our District also develops and uses assessment instruments to supplement the standardized tests.

The Iowa Test of Basic Skills addresses the assessment of basic skills in grades, 2, 3, 5, 6, 7; the Iowa Tests of Educational Development addresses the assessment of students in grades 9 and 10.

The New Jersey Elementary School Performance Assessment is used to evaluate students in grade four.

The New Jersey Grade Eight Performance Assessment is used to evaluate students in grade eight.

The New Jersey High School Proficiency Assessment is the assessment device used in Grade 11. Successful completion of the reading, math, and writing components is necessary for meeting part of the high school graduation requirements.

II. BERNARDS TOWNSHIP PUBLIC SCHOOLS ASSESSMENT PLAN

GRADE	WHAT	WHEN	WHY
Kdg.	* District developed instruments	Fall & Spring	For teacher diagnosis; for identification of students needing basic skills; for parent information.
1 st	* District developed instruments	Fall & Spring	For teacher diagnosis; for identification of students needing basic skills; for parent information.
2 nd	* District developed instruments	Fall & Spring	For teacher diagnosis; for identification of students needing basic skills; for parent information.
	Cognitive Abilities Test (COGAT)	Spring	For identification of gifted & talented students; for parent information.
	Iowa Test of Basic Skills (ITBS)	Spring	To identify at-risk students; to assess and evaluate the effectiveness of curricula; to identify student strengths/weaknesses; to compare student achievement to a national & high socio-economic student body.
3 rd	ITBS	Spring	To identify at-risk students; to assess and evaluate the effectiveness of curricula; to identify student strengths/weaknesses; to compare student achievement to a national & high socio-economic student body.
4 th	NJ ESPA	Spring	Required by state law to test acquisition of core content curriculum standards.
5 th	Cognitive Abilities Test (COGAT)	Spring	For identification of gifted & talented students; for parent information.
	ITBS	Spring	To identify at-risk students; to assess and evaluate the effectiveness of curricula; to identify student strengths/weaknesses; to compare student achievement to a national & high socio-economic student body.
6 th	ITBS	Spring	To identify at-risk students; to assess and evaluate the effectiveness of curricula; to identify student strengths/weaknesses; to compare student achievement to a national & high socio-economic student body.

GRADE	WHAT	WHEN	WHY
7 th	ITBS	Spring	To identify at-risk students; to assess and evaluate the effectiveness of curricula; to identify student strengths/weaknesses; to compare student achievement to a national & high socio-economic student body.
8 th	NJ GEPA	Spring	Required by state law to test acquisition of core content curriculum standards.
9 th	ITED (Iowa Test of Educational Development)	Spring	To identify at-risk students; to assess and evaluate the effectiveness of curricula; to identify student strengths/weaknesses; to compare student achievement to a national & high socio-economic student body.
10 th	ITED (Iowa Test of Educational Development)	Spring	To identify at-risk students; to assess and evaluate the effectiveness of curricula; to identify student strengths/weaknesses; to compare student achievement to a national & high socio-economic student body.
11 th	NJ HSPA	Fall & Spring	Required by state law to test acquisition of core content curriculum standards.

* Not standardized

III.

BERNARDS TOWNSHIP SCHOOLS

K-5 PERFORMANCE ASSESSMENT/EVALUATION

GRADE	GENERAL ASSESSMENT	PORTFOLIO	THEME OR BOOK TITLE	LITERATURE BASED ASSESSMENTS
KDG	REPORT CARD (X4)			
KDG	CONCEPTS OF PRINT (X2)	X*		
KDG	MATH ASSESSMENT	X*		
KDG	DISTRICT WRITING SAMPLE (X2)	X*		
KDG	SELF PORTRAIT (X2)	X*		
KDG	ALPHABET ASSESMENT (X2)	X*		
KDG	PERSONAL NARRATIVE	X		
KDG	PERSUASION	X		
KDG	PROBLEM SOLVING	X		
KDG	EXPOSITION	X		
KDG	WRITING CHOICE 1	X		
KDG	WRITING CHOICE 2	X		
KDG	WRITING CHOICE 3	X		
KDG	WRITING CHOICE 4	X		
KDG	STUDENT SELF ASSESMENT	X		
KDG		X	GOOD NIGHT MOON	BOOK PAGE
KDG		X	I WAS WALKING	RHYMING SENTENCE
KDG		X	LITTLE RED HEN	TRIPTYCH, BEGINNING, MIDDLE, END
KDG		X	BIRTHDAYS	ORAL PRESENTATION (CRITERIA SHEET, RUBRIC)
KDG		X	SWIMMY	WRITE A SOLUTION
KDG		X	COOKIE'S WEEK	ILLUSTRATE ACTION, LABEL DAY

III.

BERNARDS TOWNSHIP SCHOOLS

K-5 PERFORMANCE ASSESSMENT/EVALUATION

GRADE	GENERAL ASSESSMENT	PORTFOLIO	THEME OR BOOK TITLE	LITERATURE BASED ASSESSMENTS
1	REPORT CARD (X4)			
1	WRITING AWARENESS WORD ACTIVIT	X*		
1	MATH ASSESSMENT	X*		
1	SELF PORTRAIT	X*		
1	WORDS I CAN WRITE	X*		
1	DISTRICT WRITING SAMPLE (X2)	X*		
1		X	CLOTHING	RETELLING
1		X	FOOD	RECIPE
1		X	FAMILIES	COMPARE/CONTRAST GRAPHIC ORGANIZER
1		X	SHELTER	WRITER SOLUTION
1		X	SYMBOLS	CHARACTER MAP
1		X	SYMBOLS	LETTER TO PRESIDENT
1		X	CHANGE	SIMILARITIES/DIFFERENCES TWO STORIES
1	PERSONAL NARRATIVE	X		
1	PERSUASION	X		
1	PROBLEM SOLVING	X		
1	EXPOSITION	X		
1	WRITING CHOICE 1	X		
1	WRITING CHOICE 2	X		
1	WRITING CHOICE 3	X		
1	WRITING CHOICE 4	X		
1	STUDENT SELF ASSESSMENT	X		

III.

BERNARDS TOWNSHIP SCHOOLS

K-5 PERFORMANCE ASSESSMENT/EVALUATION

GRADE	GENERAL ASSESSMENT	PORTFOLIO	THEME OR BOOK TITLE	LITERATURE BASED ASSESSMENTS
2	REPORT CARD (X4)			
2	SELF PORTRAIT (2)	X*		
2	DISTRICT WRITING SAMPLE (X2)	X*		
2		X	BARGAIN FOR FRANCIS	ORAL RETELLING (CRITERIA SHEET, RUBRIC)
2		X	FAIRY TALES/LEGENDS	WRITTEN RETELLING
2		X	MYSTERY	ORAL OR WRITTEN RETELLING
2		X	MYSTERY "QUEER"	LITERATURE CIRCLE DISCUSSION
2		X	NATIVE AMERICANS	SIMILARITIES/DIFFERENCES GRAPHIC ORGANIZER
2		X	SPACE (MAGIC SCHOOL BUS)	LITERATURE EXTENSION, ANOTHER STOP
2	PERSONAL NARRATIVE	X		
2	PERSUASION	X		
2	PROBLEM SOLVING	X		
2	EXPOSITION	X		
2	WRITING CHOICE 1	X		
2	WRITING CHOICE 2	X		
2	WRITING CHOICE 3	X		
2	WRITING CHOICE 4	X		
2	STUDENT SELF ASSESSMENT	X		

III.

BERNARDS TOWNSHIP SCHOOLS

K-5 PERFORMANCE ASSESSMENT/EVALUATION

GRADE	GENERAL ASSESSMENT	PORTFOLIO	THEME OR BOOK TITLE	LITERATURE BASED ASSESSMENTS
3	REPORT CARD (X4)			
3	DISTRICT WRITING SAMPLE (X2)	X		
3		X	WATERY WORLD	ANTHOLOGY COMPREHENSION CHECK
3		X	WATERY WORLD	DESCRIPTIVE WRITING
3		X	WATERY WORLD	SEMANTIC MAP - TITANIC
3		X	INVENTIONS	WRITTEN RETELLING OF A CORE TITLE
3		X	CINDERELLA	VENN DIAGRAM OF VARIOUS VERSIONS
3		X	CINDERELLA	STORY ELEMENTS CHART
3		X	CINDERELLA	STUDENT WRITING OF NEW VERSION
3		X	COMMUNITIES	BERNARDS TOWNSHIP BOOKLET QUESTIONS
3		X	ENDANGERED SPECIES	UNIT ESSAY QUESTIONS
3		X	ENDANGERED SPECIES	UNIT EVALUATION SHEET
3	PERSONAL NARRATIVE	X		
3	PERSUASION	X		
3	PROBLEM SOLVING	X		
3	EXPOSITION	X		
3	WRITING CHOICE 1	X		
3	WRITING CHOICE 2	X		
3	WRITING CHOICE 3	X		
3	WRITING CHOICE 4	X		
3	STUDENT SELF ASSESSMENT	X		

III.

BERNARDS TOWNSHIP SCHOOLS

K-5 PERFORMANCE ASSESSMENT/EVALUATION

GRADE	GENERAL ASSESSMENT	PORTFOLIO	THEME OR BOOK TITLE	LITERATURE BASED ASSESSMENTS
4	REPORT CARD (X4)			
4	DISTRICT WRITING SAMPLE (X2)	X		
4		X	SURVIVAL: COURAGE	LIST OF DESCRIPTORS
4		X	SURVIVAL: COURAGE	THREE PARAGRAPH ESSAY
4		X	CONVICTIONS	SHILOH: PROBLEM SOLVING WRITING TASK
4		X	SURVIVAL: FLEXIBILITY	JOURNAL ENTRY (PT. OF VIEW)
4		X	SURVIVAL: FLEXIBILITY	AFTERNOON OF THE ELVES: ALTERNATE ENDING
4		X	SURVIVAL: INVENTIVENESS	LION, WITCH, WARDROBE: STORY MAP
4		X	SURVIVAL: INVENTIVENESS	WRITE STORY USING PERSONIFICATION
4		X	SURVIVAL: LEADERSHIP	UNDERGROUND RAILROAD ESSAY
4		X	RECOGNISING DIFFERENCES	PERSUASIVE WRITING/SPEECH ESPA
4		X	INFERENCES	HARRIS BURDICK: INFERENTIAL STORY
4	PERSONAL NARRATIVE	X		
4	PERSUASION	X		
4	PROBLEM SOLVING	X		
4	EXPOSITION	X		
4	WRITING CHOICE 1	X		
4	WRITING CHOICE 2	X		
4	WRITING CHOICE 3	X		
4	WRITING CHOICE 4	X		
4	STUDENT SELF ASSESSMENT	X		

III.

BERNARDS TOWNSHIP SCHOOLS

K-5 PERFORMANCE ASSESSMENT/EVALUATION

GRADE	GENERAL ASSESSMENT	PORTFOLIO	THEME OR BOOK TITLE	LITERATURE BASED ASSESSMENTS
5	REPORT CARD (X4)			
5	DISTRICT WRITING SAMPLE (X2)	X		
5		X	I COLONIZATION	PARAPHRASING LONGFELLOW
5		X	I INDEPENDENCE	STORY MAP NO GUITAR BLUES
5		X	I WESTERN EXPANSION	JOURNAL ENTRIES COMP/CONTRAST
5		X	II RECONSTRUCTION	LETTER NEW ENDING
5		X	II IND. REVOLUTION	SYMBOL ANALYSIS ESSAY
5		X	III GROWTH WWII	JOURNAL ENTRY PT. OF VIEW
5		X	IV HOLOCAUST, GEN.	RESPONSE ESSAY
5		X	IV ADJUSTMENT TO CHANGE	VENN DIAGRAM CHARACTERS
5		X	IV ADJUSTMENT TO CHANGE	FIGURATIVE LANGUAGE LETTER
5	PERSONAL NARRATIVE	X		
5	PERSUASION	X		
5	PROBLEM SOLVING	X		
5	EXPOSITION	X		
5	WRITING CHOICE 1	X		
5	WRITING CHOICE 2	X		
5	WRITING CHOICE 3	X		
5	WRITING CHOICE 4	X		
5	STUDENT SELF ASSESSMENT	X		

IV.

DIRECTORY OF GROUP ADMINISTERED ASSESSMENT INSTRUMENTS

MEASUREMENT DEVICE		K	1	2	3	4	5	6	7	8	9	10	11	12	
A C H I E V E M E N T	1. Bernards Township Assessment	M	M	M	M	M	M								
	2. Iowa Tests of Basic Skills (ITBS)			M	M		M	M	M						
	3. Iowa Tests of Educational Development (ITED)										M	M			
	4. New Jersey Elementary School Performance Assessment (ESPA)					M									
	5. New Jersey Grade Eight Performance Assessment (GEPA)									M					
	6. New Jersey High School Proficiency Assessment (HSPA)												M		
	7. Scholastic Assessment Test II: Subject Tests											V	V	V	V
	8. American College Tests														V
	9. College Board Advanced Placement Tests											V	V	V	V
A P T I T U D E	10. Cognitive Abilities Test (COGAT)			M			M								
	11. Differential Aptitude Test									M					
	12. Arlin Test of Formal Reasoning									M					
	13. Iowa Algebra Aptitude Test									M					
	14. Preliminary Scholastic Assessment Test											V	V		
	15. Scholastic Assessment Test I												V	V	
I N T E R E S T	16. IDEAS/Interest Determination, Exploration, & Assessment							M							
	17. California Occupational Preference System Inventory											M			

M – Mandated V - Voluntary

- I. **BERNARDS TOWNSHIP ASSESSMENT**
- II. Locally developed.
- III. These assessment devices were introduced in 1994.
- IV. These assessment devices attempt to measure a student's development in communication skills, language skills, computation skills; they also attempt to measure social, affective, and psychomotor development.
- V. These assessment devices are administered to all K-5 students.
- VI. These assessments are completed in April and May.
- VII. The results of these assessments are used to identify students who have not met established basic skills standards, to evaluate the curriculum, and to facilitate individualized instruction for all students.
- VIII. Cost: None.

- I. **IOWA TEST OF BASIC SKILLS (ITBS)**
- II. Riverside Publishing Company
425 Spring Lake Drive
Itasca, Illinois 60143-2079
- III. Copyright: 1996 Norms: Most Recent
- IV. The tests were reinstated in Bernards Township in 1997.
- V. The tests attempt to measure the ability of the students to use their acquired basic skills in reading, math, and language arts.
- VI. The tests are administered to all students in grades 2, 3, 5, 6, and 7.
- VII. The tests are administered in April.
- VIII. The tests are used to measure pupil progress and to assess general areas of academic skills for strengths and weaknesses.
- IX. Initial materials cost per pupil is approximately \$3.40.

Annual scoring services cost per pupil is approximately \$4.46

- I. **IOWA TESTS OF EDUCATIONAL DEVELOPMENT (ITED)**
- II. Riverside Publishing Company
425 Spring Lake Drive
Itasca, Illinois 60143-2079
- III. Copyright: 1996 Norms: Most Recent
- IV. The tests were reinstated in Bernards Township in 1997.
- V. The tests attempt to measure the ability of the students to use their acquired basic skills in reading, math, and language arts.
- VI. The tests are administered to all students in grades 9 and 10.
- VII. The tests are administered in April.
- VIII. The tests are used to measure pupil progress and to assess general areas of academic skills for strengths and weaknesses.
- IX. Initial materials cost per pupil is approximately \$3.40.

Annual scoring services cost per pupil is approximately \$4.46

- I. **NEW JERSEY ELEMENTARY SCHOOL PERFORMANCE ASSESSMENT**
- II. National Computer Systems, Iowa City, Iowa
New Jersey Department of Education
- III. Copyright: Annually
- IV. Initiated as a pilot: May 1996, May 1997
22. The test helps to identify 4th graders' skills relative to the New Jersey Core Content Curriculum Standards. Early identification helps the school personnel to take the necessary steps to assist students in the areas where student skills are weak.
- VI. The test measures each student's proficiency in reading, writing, speaking, and mathematics; science, social studies, fine arts, and world languages will be added in subsequent years.
- VII. The test is administered in May.
- VIII. The State is planning on issuing individual student reports, building reports, and district reports.
- IX. Annual cost per pupil: None

- I. **NEW JERSEY EIGHTH GRADE PERFORMANCE ASSESSMENT (GEPA)**
- II. National Computer Systems, Iowa City, Iowa
New Jersey Department of Education.
- III. Copyright: Annually.
- IV. Initiated in March, 1991.
- V. The test helps to identify those 8th graders who presently lack the skills to pass the HSPA Grade 11. Early identification helps the school personnel to take the necessary steps to assist students in the areas where their skills are weak.
- VI. The test measures each student's proficiency in reading, writing, and mathematics.
- VII. The test is administered in March.
- VIII. Individual student reports contain scores for all sections (mathematics, reading, and writing). Each section provides a total score, and a percentage of correctly answered questions. The results also indicate whether a student scored above or below the minimum level as established by the State.
- IX. Annual cost per pupil: None.

- I. **NEW JERSEY HIGH SCHOOL PROFICIENCY ASSESSMENT (HSPA)**
- II. National Computer Systems, Iowa City, Iowa
New Jersey Department of Education
- III. Copyright: Annually.
- IV. This test was introduced on a pilot basis in 1990. It serves as the graduation requirement test for all public school students in New Jersey who enter 9th grade on or after September, 1991.
- V. This test is a rigorous test of basic skills in reading, mathematics, and writing.
- VI. This test is administered to all 11th grade students.
- VII. This test is administered during October on dates determined by the State.
- VIII. Individual student reports indicate areas of strength and weakness for each student. These reports allow instruction to be tailored to the needs of each student. School Building/District Reports provide appropriate indices of strengths and weaknesses in our programs.
- IX. Annual cost per pupil: None.

I. **SCHOLASTIC ASSESSMENT TEST II: SUBJECT TESTS (SAT II)**

II. Educational Testing Service, Princeton, New Jersey.

III. Copyright: Annually.

IV. These tests were introduced to Ridge High in 1994.

V. There are 20 tests and they generally fall into five subject areas:

- **ENGLISH**- Writing, Literature, English Language Proficiency
- **FOREIGN LANGUAGE**-Chinese, French, German, Modern Hebrew, Italian, Japanese, Korean, Latin, Spanish.
- **HISTORY AND SOCIAL STUDIES**- American History and Social Studies and World History.
- **MATHEMATICS**-Math Level IC and Math Level IIC.
- **SCIENCE**-Biology, or Biology E/M, Chemistry, Physics.

Each SAT II measures a student's knowledge or skills in a particular subject and his/her ability to apply that knowledge.

VI. These tests are administered to all high school students and alumni who elect to take them.

VII. These tests are administered on six national test dates throughout the year.

VIII. The results of these tests are:

- Posted on the student's permanent record;
- Used for post high school planning; and
- Used in college placement.

IX. Students pay a basic fee of \$13.00 and additional fees from \$5.00 to \$7.00 per achievement test.

X. Testing Time: 1 hour per test.

- I. **AMERICAN COLLEGE TEST (A.C.T.)**
- II. American College Testing Program, Iowa City, Iowa
- III. Copyright: Annually.
- IV. Introduced to Ridge High School in 1961.
- V. This battery of tests attempts to measure performance of academic tasks normally required of college students:
 - English (45 minutes)
 - Mathematics (60 minutes)
 - Reading (35 minutes)
 - Science Reasoning (35 minutes)
- VI. This battery is administered to Ridge seniors and alumni who elect to take it.
- VII. The test is administered on five national test dates.
- VIII. The results of the test are:
 - Posted on the pupil's permanent record;
 - Used for post high school planning; and
 - Used in college admission and placement.
- IX. There is no cost to the district. Students and parents pay \$21.00 for the battery.
- X. Testing Time: 2 hours and 55 minutes.

- I. **ADVANCED PLACEMENT EXAMINATIONS (AP)**
- II. Educational Testing Services, Princeton, N.J.
- III. Copyright: Annually.
- IV. Introduced to Ridge in 1970.
- V. The Advanced Placement (AP) Program gives students the opportunity to pursue college-level studies while still in secondary school and to receive advanced placement and/or credit upon entering college. The Program provides descriptions and examinations on 31 introductory college courses in 18 fields:

ART:	History of Art Studio Art: General Portfolio Studio Art: Drawing
BIOLOGY:	Biology
CHEMISTRY:	Chemistry
COMPUTER SCIENCE:	Computer Science A, AB
ECONOMICS:	Microeconomics/Macroeconomics
ENGLISH:	English Language and Composition English Literature and Composition
ENVIRONMENTAL SCIENCE:	
FRENCH:	French Language French Literature
GERMAN:	German Language
GOVERNMENT & POLITICS:	American Government and Politics Comparative Government and Politics
HISTORY:	United States History European History
INTERNATIONAL ENGLISH LANGUAGE:	
LATIN:	Vergil Catullus-Horace
MATHEMATICS:	Calculus AB Calculus BC Statistics
MUSIC:	Music Theory

PHYSICS:

Physics B
Physics C: Mechanics
Physics C: Electricity and Magnetism

PSYCHOLOGY:

Psychology

SPANISH:

Spanish Language
Spanish Literature

- VI. These tests are administered to all students who elect to take them.
- VII. These tests are administered annually on designated national testing dates in May; they are scheduled over a two week period.
- VIII. The results of these tests are:
- Posted in the pupil's permanent record;
 - Used for post high school planning; and
 - Used in college placement.
- IX. No cost to the District. Students and parents pay \$74.00 per test.
- X. Testing Time: Average 3 hours per exam. See A.P. manual for variations.

I. COGNITIVE ABILITIES TEST

II. Riverside Publishing Company
425 Spring Lake Drive
Itasca, Illinois 60143-2079

III. Copyright: 1993 Norms: Most Recent

IV. The test was introduced to Bernards Township in 1994.

V. The test attempts to assess students' abilities in reasoning and problem solving using verbal, quantitative, and spatial (non-verbal) symbols.

VI. The test is administered to all 2nd and 5th graders.

VII. This test is administered in April along with the Iowa Test of Basic Skills.

The results of this test are posted in the pupil's permanent record.

VIII. The test is used as one of several sources to formulate expectations of each child's classroom performance.

VIII. Initial materials cost per pupil: \$2.88
Annual services cost per pupil: \$3.30

I. DIFFERENTIAL APTITUDE TEST (DAT) WITH CAREER PLANNING QUESTIONNAIRE

II. The Psychological Corporation
Harcourt Brace Jovanovich Publishers
San Antonio, Texas 78204-0952

III. Copyright: 1989

IV. Introduced to Bernards Township in 1961.

V. The DAT attempts to measure eight separate aptitudes:

- Verbal Reasoning
- Numerical Ability
- Abstract Reasoning
- Clerical Speed and Accuracy
- Mechanical Reasoning
- Space Relations
- Spelling
- Language Usage

VI. The test is administered to all eighth graders.

VII. The test is administered in the first quarter of the year.

VIII. Use of the results:

Counselors use these results in academic planning and career exploration with students and parents in annual conferences during the eighth grade.

- The results are used in long range post high school planning at Ridge High.

IX. Initial materials cost per pupil: \$5.58

Annual materials and services cost per pupil: \$6.00

I. **ARLIN TEST OF FORMAL REASONING**

II. Slosson Educational Publications, Inc.
P.O. Box 280
East Aurora, N.Y. 14052

III. Copyright: 1987.

IV. The test was introduced to Bernards Township in 1991.

V. The test is designed to obtain a general assessment of students' levels (or stages) of cognitive development whether "concrete" or "abstract-formal."

VI. The test is administered to all seventh graders.

VII. The test is administered in April.

VIII. The test is used in conjunction with other instruments for screening students for the Algebra I Honors program in eighth grade.

IX. Initial materials cost per pupil: \$1.05.

Annual materials and services cost per pupil: None (Scored in-house).

- I. **IOWA ALGEBRA APTITUDE TEST**
- II. Riverside Publishing Company
8420 Bryn Mawr Avenue
Chicago, Illinois 60631
- III. Copyright: 1993.
- IV. The test was introduced to Bernards Township in 1991.
- V. The test is designed to help predict achievement in first-year algebra.
- VI. The test is administered to all seventh graders.
- VII. The test is administered in May.
- VIII. Each pupil's score is used along with other criteria for the careful selection of those students who qualify for Honors Algebra I during the eighth grade year.
- IX. Initial materials cost per pupil: \$4.30

Annual materials and services cost per pupil: None (Scored in-house).

I. PRELIMINARY SCHOLASTIC ASSESSMENT TEST-NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (PSAT/NMSQT)

- II. Educational Testing Service, Princeton, N.J.
- III. Copyright: Annually.
- IV. This updated version of this test was introduced to Ridge in 1997.
- V. This test is a multiple-choice test that measures developed verbal and mathematical reasoning abilities, as well as developed writing skills.
- VI. This test is administered to all sophomores and juniors on a voluntary basis.
- VII. The test is administered in the first quarter of the academic year on a designated national test date.
- VIII. The results of the test administered to juniors are:
- Recorded on the students' permanent records;
 - Used in counseling sessions to develop educational programs;
 - Used to project probable SAT I scores; and
 - Used by the National Merit Scholarship Corporation to identify?
 - ☞ Recipients of Letters of Commendation,
 - ☞ Semi-Finalists, and
 - ☞ Finalists.
- The results of the test administered to sophomores are:
- Not recorded on the students' permanent records;
 - Used in counseling sessions to develop educational programs; and
 - Analyzed to determine a students' strengths and weaknesses.
- IX. There is no cost to the District for the juniors taking the PSAT. Students and parents pay \$11.50. The District pays for students taking the test as sophomores.

- I. **SCHOLASTIC ASSESSMENT TEST I (SAT I)**
- II. Educational Testing Service, Princeton, N.J.
- III. Copyright: Annually.
- IV. This test was introduced to Ridge in 1994.
- V. The SAT I is a test made up of verbal and math sections. The verbal questions test vocabulary, verbal reasoning, and understanding of what you read. The math questions test ability to solve problems involving arithmetic, elementary algebra, and geometry.
- VI. This test is administered to juniors and seniors and alumni on a voluntary basis.
- VII. The results of this test are:
 - A. Posted on the students' permanent records and
 - B. Used for post high school planning.
- VIII. This test is administered on seven national test dates.
- IX. There is no cost to our District. Students and parents pay \$22.50.

- I. **IDEAS: INTEREST DETERMINATION, EXPLORATION, AND ASSESSMENT SYSTEM**
- II. National Computer Systems, Professional Assessment Services
P.O. Box 1416, Minneapolis, MN. 55440
- III. Copyright: 1983.
- IV. Introduced to Bernards Township in 1982.
- V. IDEAS provides scores on 14 comprehensive scales covering well known interest areas of activities:
 - Mechanical/Fixing
 - Electronics
 - Nature/Outdoors
 - Science
 - Numbers
 - Writing
 - Arts/Crafts
 - Social Services
 - Child Care
 - Medical Services
 - Business
 - Sales
 - Office Practices
 - Food Services
- VI. This career assessment is administered to all sixth graders.
- VII. This career assessment is administered in November or December.
- VIII. An interpretation of each pupil's individual profile chart will be made when the "Career Exploration" module is delivered.
- IX. Initial materials cost per pupil: \$.84

Annual materials and services cost per pupil: \$.84

- I. **CALIFORNIA OCCUPATIONAL PREFERENCE SYSTEM INTEREST INVENTORY**
- II. EDITS, P.O. Box 7234. San Diego, California 92107
- III. Copyright: 1984.
- IV. Introduced to Bernards Township in 1983.
- V. This inventory provides job activity interest scores related to occupational clusters. Each cluster is keyed to curriculum clusters. Each cluster is keyed to curriculum choice and major detailed sources of job information, e.g. Dictionary of Occupational Titles. The interest scales are:
 - Science
 - Technology
 - Consumer Economics
 - Outdoor
 - Business
 - Clerical
 - Communication
 - Arts
 - Service
- VI. This inventory is administered to all tenth graders.
- VII. This inventory is administered in October.
- VIII. Results will be recorded on the pupils' permanent records. Counselors will meet with small groups of sophomores to return the inventories and conduct "hands on" experience in the Guidance Career Resource Center.
- IX. Annual cost per pupil: \$1.47

V.

**PROCEDURES TO BE USED FOR VERIFICATION OF
PUPIL'S NEEDS FOR REMEDIATION:**

Following the annual scoring of approved standardized tests, the Principal shall determine those students who qualify for remediation. The Principal shall use as criteria the State recommended minimum level proficiencies.

VI.

GUIDELINES/TIMELINES CONCERNING PUBLIC RELEASE OF INFORMATION:

- Individual profiles are mailed to parents in the first week of June.
- Individual student profiles are reviewed with parents upon request.
- A summary of the ITBS, ITED, ESPA, GEPA, HSPA, PSAT/NMSQT, SAT I, and SAT II: Subject Tests will be reported annually to the Superintendent by the Assistant Superintendent for Curriculum and Instruction.

VII.

PROCEDURES FOR TEST ADMINISTRATION AND SCORING:

Testing dates will be coordinated throughout our District by the Assistant Superintendent for Curriculum and Instruction. Individual school testing schedules and make-up schedules shall be approved by the school principal. Each proctor shall be totally familiar with the test instructions and shall administer the test according to the test publisher's approved procedure. Testing conditions shall be maintained as close to the ideal as is feasible. Test security shall be of paramount priority.

INDIVIDUAL ADMINISTERED STANDARDIZED TESTS

I. AUTHORIZATION

Only principals, reading specialists, guidance counselors, school psychologists, learning disability consultants, and speech correctionists may administer individual standardized tests.

II. RECORDING PROCEDURES:

- Child study team members and speech correctionists will have the test results recorded in their individual reports and made part of the classification materials.

III. INTERPRETATION PROCEDURES:

- Child Study Team members will interpret test results to the parents and students where appropriate during the classification conference.
- Other school specialists and staff shall interpret test results to parents and students where appropriate at a conference.

**PRESCHOOL IDENTIFICATION
AND KINDERGARTEN SCREENING**

I. PROCEDURES FOR PRESCHOOL IDENTIFICATION (CHILD FIND)

All pupils with disabilities who are in need of special education and related services, including pupils with disabilities attending nonpublic schools, and highly mobile pupils such as migrant workers' children and homeless pupils, regardless of the severity of their disabilities, are located, identified and evaluated according to N.J.A.C. 6A:14-3.3

1. The Director of Special Services will coordinate the child find activities to locate, identify and evaluate all children, ages three through twenty-one, who reside within the Bernards Township School District and who may be disabled.
2. By November of each school year, the Director of Special Services or his/her designee will conduct child find activities including but not limited to:
 - a. Development of child find materials for distribution;
 - b. Broadcasting of child find information on the school district cable television station (if .. applicable);
 - c. Distribution of flyers to parents of all pupils enrolled in the school district;
 - d. Mailing of child find materials to nonpublic schools in the area;
 - e. Mailing of child find material to local pediatrician, hospitals and clergy;
 - f. The Superintendent or designee ensures that if any native language speakers for languages other than English are identified, public service communications will include but not be limited to native language announcements on local foreign language radio stations and/or cable television stations.
 - g. Public service announcements in local newspapers.
 - h. Distribution of child find materials in supermarkets, convenience stores, shelters for the homeless, public and private social service agency locations and nursery school providers.
 - i. Mailing information letters to local physicians, hospitals, nursery schools, non-public schools, health departments, community centers, rescue squads and churches.
 - j. A guide to preschool services for potentially disabled children ages three to five is made available to pediatricians, nursery schools and EIP's
 - k. Posting of state developed child find materials in all schools for potentially disabled pupils and/or early intervention program.
 - l. Training of home school advocates/school community liaisons or others to assist in the identification of potentially disabled pupils.
 - m. Listings of Early Intervention Program (EIP), local nursery schools and pediatricians are maintained. The district's preschool coordinator (or other) maintains contact with EIP coordinator and nursery school director.

- n. Information is distributed through the Parent Advisory Council.
 - o. School handbooks distributed to parents contain information describing special education services.
 - p. Distribution of information to the school district's ESL/Bilingual teachers describing child find activities.
 - q. Pupils entering kindergarten are screened annually to identify potentially disabled pupils.
 - r. Intervention and Referral Services Committees (I&RS), previously referred to as Pupil Assistance Committee (PAC), have been established in all school buildings.
 - s. Nonpublic schools or parents of children who attend nonpublic schools, may make referrals regarding potentially disabled pupils directly to the Somerset County Educational Services Commission.
3. No later than November 30 of each school year the Director of Special Services will contact by mail the principal of the nonpublic school(s) to request input from nonpublic school parents and officials for suggestions on ways to conduct child find activities for pupils attending nonpublic schools. **(Include survey and/or form to be used to document data collected from nonpublic school parents and officials.)**

Based on the suggestions from the representatives of the nonpublic school(s), the Director of Special Services will modify the child find activities for the next school year, as appropriate.

The following individual(s) shall serve as representatives from nonpublic schools:

<u>School</u>	<u>Title of the Individual Representing the Nonpublic School</u>
The Albrook School	Director
Somerset Hills Montessori School	Director
Lord Stirling School	Director
Bonnie Brae School	Director
Mendham Country Day School	Director
St. James School	Principal
Environmental Montessori School	Director
The Pingry School	Headmaster

II. PROCEDURES FOR KINDERGARTEN SCREENING

The purpose of the Kindergarten Screening Program is two-fold. It is primarily designed to assess the skill level of incoming students to assist the kindergarten teachers in preparing an appropriate program. Our District has a commitment to heterogeneous grouping at the lower grade levels, and these tests are an indicator that can be used to make sure that this mission is fulfilled. This process also helps kindergarten teachers get to know their students prior to September. This process also assists the Special Education Department in their Child Find efforts, which helps to identify students in need of special education services at an early age when intervention has been found to be most beneficial.

Children are screened in the following areas:

1. **Personal Data:** Does the child know basic data about himself/herself and the family?
2. **Color Recognition:** Can the child identify and name basic colors?
3. **Picture Vocabulary:** Can the child recognize and name specific pictures (expressive language)?
4. **Visual Discrimination:** Can the child tell the difference between various shapes and symbols that he or she sees?
5. **Visual Motor Skills:** Can the child copy given figures accurately?
6. **Gross Motor Skills:** Can the child perform basic skills of movement?
7. **Rote Counting:** Can the child count by rote to a given number?
8. **Identification of body Parts:** Can the child identify basic body parts by pointing or touching?
9. **Follow Verbal Directions:** Can the child follow single and multiple step directions without prompting?
10. **Numerical Comprehension:** Can the child match the quantity with the numeral?
11. **Prints Personal Data:** Can the child print data about himself/herself?
12. **Draw a Picture:** Can the child draw a picture with age appropriate detail?
13. **Recite the Alphabet:** Can the child recite the alphabet?
14. **Recognition of Letters of the Alphabet:** Can the child identify letters of the alphabet?
15. **Numerals in Sequence:** Can the child write numerals in sequence?
16. **Auditory Discrimination:** Can the child tell the difference between words that are heard?

The staff members that screen the children meet after each session and discuss each child to present additional information about how the child performed in the testing: i.e.: was the child eager to participate: Was the child shy? Did the child have difficulty separating from his or her parents? Did the child show confidence when answering? Did the child have difficulty with speaking or language development? All of this information, along with parent input and the input of preschool teachers, will be shared with the kindergarten teachers.