

# DEVELOPMENTAL READING ASSESSMENT (DRA)



District and School Testing  
Coordinators Handbook:

*K-2 Assessment Program*

2015-2016

THE RHODE ISLAND  
DEPARTMENT OF EDUCATION

*Office of Instruction,  
Assessment, and Curriculum*  
*Dr. Phyllis Lynch, Director*

*February, 2016*

**RIDE** Rhode Island  
Department  
of Education

Ken Wagner  
Commissioner

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## Introduction

The Developmental Reading Assessment (DRA) measures students' reading proficiency through systematic observation, recording, and evaluating of their performance. The DRA enables the district, families, and other stakeholders to see whether each school is doing all they can to help students become proficient readers. The DRA was chosen as the primary assessment for Kindergarten (K), K-1, and K-2 schools in Rhode Island due to its ability to impact instructional methods in the classroom.

The DRA is administered in a one-on-one conference between the teacher and the student. The teacher then records the student's responses in the DRA Online Management System (OMS) and receives instant feedback on the reading strengths and weaknesses of the student in the areas of comprehension, oral reading fluency and reading strategies. The resulting data combines these factors to calculate an independent reading level. For accountability purposes, RIDE uses the *independent reading level* as the indicator of proficiency.

In addition to this handbook, district and school testing coordinators and teachers should review the Online Management System (OMS) manuals that can be downloaded from the Pearson website (<https://secure.pearsonlearning.com>) or from the RIDE web address above. Your passwords and logins to the DRA Online Management System that you used last year should still be valid. If you have any questions, please call the toll free Technical Support Hotline: 1-800-968-4558. If you need access to the Online Management System, please speak with your district or school testing coordinator so that he/she can submit a request to RIDE so that an account can be established for you.

Teachers should also review the *K-3 Teacher Resource Guide* which can be found in their DRA kits.

Participation in the DRA is required for those schools that do not administer any PARCC assessments due to grade configuration restrictions (e.g. the school does not have eligible students enrolled in grades assessed by the PARCC assessment). The following table shows which grade level is required to participate in this K-2 system according to the school's configuration.

**The following table depicts which grade level is required to participate in the DRA according to various school configurations:<sup>1</sup>**

SCHOOL CONFIGURATION	ACCOUNTABILITY GRADE	DRA?
Pre-Kindergarten to 2 <sup>nd</sup> Grade	2 <sup>nd</sup>	YES
Kindergarten to 2 <sup>nd</sup> Grade	2 <sup>nd</sup>	YES
1 <sup>st</sup> Grade to 2 <sup>nd</sup> Grade	2 <sup>nd</sup>	YES
Pre-Kindergarten to 1 <sup>st</sup> Grade	1 <sup>st</sup>	YES
Kindergarten to 1 <sup>st</sup> Grade	1 <sup>st</sup>	YES
Pre-Kindergarten to Kindergarten	Kindergarten	YES
Kindergarten <i>only</i>	Kindergarten	YES
Pre-Kindergarten <i>only</i>	None	NO

<sup>1</sup> Schools with grade 3 or higher do not administer the DRA as these students must participate in PARCC.

## The Facts

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- ✧ **Administration Window:** May 2 – 31, 2016
- ✧ **Last day for entering scores/correcting student data in the OMS:** June 10, 2016
- ✧ **Student Scores and the OMS** – what to enter into the OMS
  - Enter the DRA **Independent Level** at which the student reads. Entering any level other than the Independent Level will result in invalidation of scores.
  - Level of success is the level at which the student achieves **94% accuracy rate and adequate comprehension or better.**
  - Administration of the DRA should not exceed one grade level beyond the current student grade level placement. This ceiling will capture the student’s capacity to read independently and will be taken into account when reporting student performance for accountability.

Grade	CEILING FOR ASSESSMENT
Kindergarten	Level 16 (top of 1 <sup>st</sup> grade)
Grade 1	Level 28 (top of 2 <sup>nd</sup> grade)
Grade 2	Level 38 (top of 3 <sup>rd</sup> grade)

- ✧ **Observation Guides:** Hard-copies of the Observation Guides must be kept at the school site as documentation of assessment administration and in the case of an investigation into testing irregularities.
  - ✧ **Reporting:** The analysis of student performance will be conducted at RIDE. For more information on the accountability process that was developed for the K-2 schools please read the *K-2 Accountability Technical Manual* available on the RIDE website at this address: [www.ride.ri.gov/DRA](http://www.ride.ri.gov/DRA)
- ✧ **DRA Kits:** One kit per classroom was purchased by RIDE for each school required to administer the DRA assessment. These DRA kits are the property of the school and should be retained by the school should a teacher leave. If the teacher took the kit when he/she left the school, it is the responsibility of the school to get that kit back. However, if your school has added a classroom at a tested grade and requires another kit, please contact Dr. Kevon Tucker-Seeley via phone (401-222-8494) or email ([kevon.tucker-seeley@ride.ri.gov](mailto:kevon.tucker-seeley@ride.ri.gov)).
- ✧ **The DRA Online Management System (OMS):** RIDE will continue to pay for the subscriptions of required schools but only for the school principal, the data manager, and for teachers with students in the highest grade in the school (e.g. grades K, 1, or 2). Access to the OMS is available to all teachers required to administer the DRA. Schools must purchase OMS subscriptions for additional teachers at other grades on their own. Contact Pearson Sales at 800-848-9500 to purchase additional OMS subscriptions or to order kits for grades that are not required to administer the DRA assessment.
- ✧ **If You Have Questions:**
  - **Technology questions:** Pearson Technical Support Hotline: 1-800-968-4558
  - **Student Demographic Information:** Please review your enrollment information submitted by your district data manager and correct any information in order to make

the data as accurate as possible. This is critical because RIDE will match the student scores to their corresponding demographic information via the **SASIDs** (State-Assigned Student IDs, which are **10-digit numbers that begin with 100**). Incorrect information will slow this process and may result in an incorrect accountability rating for your school. Below are the District Data Managers for your districts:

District/School	Name	Email
Blackstone Valley Prep ES3	Drew Madden	<a href="mailto:dmadden@blackstonevalleyprep.org">dmadden@blackstonevalleyprep.org</a>
Burrillville	Darcey Johnson	<a href="mailto:johnsond@bsd-ri.net">johnsond@bsd-ri.net</a>
Central Falls	Mike St. Jean	<a href="mailto:stjeanm@cfschools.net">stjeanm@cfschools.net</a>
East Greenwich	Victor Babson	<a href="mailto:vbabson@egsd.net">vbabson@egsd.net</a>
Exeter-West Greenwich	Julie Dionne	<a href="mailto:julie_dionne@ewg.k12.ri.us">julie_dionne@ewg.k12.ri.us</a>
Johnston	George Paquette	<a href="mailto:gpaquette@johnstonschools.org">gpaquette@johnstonschools.org</a>
Providence	Lou DiPaola	<a href="mailto:lou.dipaola@ppsd.org">lou.dipaola@ppsd.org</a>
RISE Prep Mayoral Academy	Katharine Waller	<a href="mailto:kwaller@riseprepri.org">kwaller@riseprepri.org</a>
SouthSide Charter	Rina Consuegra	<a href="mailto:rconsuegra@southsideelementary.org">rconsuegra@southsideelementary.org</a>
The Hope Academy	Raphael Diaz	<a href="mailto:rdiaz@hopeacademyri.org">rdiaz@hopeacademyri.org</a>
Warwick	Robert Callahan	<a href="mailto:callahanr@warwickschools.org">callahanr@warwickschools.org</a>
Woonsocket	Tom Connors	<a href="mailto:tconnors@woonsocketschools.com">tconnors@woonsocketschools.com</a>

- **Obtaining new SASIDs for students:** Mario Goncalves, RIDE, 222-8968, or [mario.goncalves@ride.ri.gov](mailto:mario.goncalves@ride.ri.gov) (See page 5 for more information)
- **DRA administration, other questions:**
  - Roz Poole, Pearson, [Roslyn.poole@pearson.com](mailto:Roslyn.poole@pearson.com)
  - Dr. Kevon Tucker-Seeley, RIDE, 222-8494 or [kevon.tucker-seeley@ride.ri.gov](mailto:kevon.tucker-seeley@ride.ri.gov)
- **Logins and passwords** for the DRA OMS system are emailed to each person who is authorized to have an online account. If you forgot your password, please contact Dr. Kevon Tucker-Seeley via email at [kevon.tucker-seeley@ride.ri.gov](mailto:kevon.tucker-seeley@ride.ri.gov).
- **Technical Support:** Call Pearson’s Technical Support Hotline at (800) 968-4558.
- **DRA OMS Tutorial:** You can watch the short tutorial about the DRA OMS online at: <http://www.brainshark.com/pearsonlearning/DRAOMS>.

## Scheduling

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The DRA test administration window is May 2 - 31, 2016. Teachers essentially have the entire month of May to administer the DRA to students at any time during any school day.

- ✧ Make sure each teacher in the mandated testing grade in the school has access to a complete DRA kit.
- ✧ Make sure each teacher is properly trained on how to administer the DRA. If any teacher requires training, please contact Dr. Kevon Tucker-Seeley via email at [kevon.tucker-seeley@ride.ri.gov](mailto:kevon.tucker-seeley@ride.ri.gov) so that he/she can be added to the list to attend the annual training workshop (which occurs only once per year).
- ✧ Teachers should have the ability to administer the DRA in the manner in which it was designed relatively free from distraction, to the extent possible given the circumstances of the school.

### Identify Primary Test Administrators

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- ✧ Determine the primary test administrators for the DRA. A primary test administrator will administer all portions of the DRA to students. Primary test administrators are typically regular classroom teachers, special educators, teachers of students with limited English proficiency, guidance counselors, and other certified personnel. Only trained personnel may administer the DRA to students. Do not give a substitute teacher or student teacher administration responsibilities unless they have been trained in administering the DRA.
- ✧ Determine who will provide testing accommodations to students and where the accommodated testing will occur.
- ✧ Determine your district's policy regarding the testing of each home-schooled student. If testing is required, develop a
  - method for contacting families to arrange for home-schooled students;
  - list of students you must test;
  - schedule for testing;
  - procedure for entering student scores into the OMS.

### Plan for Supplemental Test Administration

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- ✧ Plan for the possibility that a test administrator may be absent.
- ✧ Determine who:
  - will substitute for primary test administrators in case of absence,
  - may need to assume other partial test administration roles, such as entry of DRA scores into the OMS, and
  - will assess any home-schooled students requiring testing.
- ✧ Do not give a substitute teacher or student teacher test administration responsibilities. All test administrators need to be familiar with the students, have received the DRA training, and are familiar with the security procedures.
- ✧ All test administrators must be briefed about all of the security procedures and must sign a **Fidelity of Implementation Form** prior to testing (see Appendix A).

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## Review Your DRA OMS Data

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It is critical that your roster of students in the OMS and the eRIDE system match. It is the responsibility of the school and the district to maintain these rosters. Detailed instructions concerning the maintenance of the student data in the OMS are in the District Administrator Guide that can be downloaded from the Pearson website at <https://secure.pearsonlearning.com> (use your login and password from last year) or the RIDE website where there is an excerpt of the Administrator Manual explaining how to upload student information and how to “release” a grade of students. There is also a short online tutorial at <http://www.brainshark.com/pearsonlearning/DRAOMS>.

**SASIDs:** Each student must have a State Assigned Student ID (SASID) entered in to the OMS. The **SASID is a 10-digit number that begins with 100** (e.g. 100xxxxxx) **and is *not* your school or district ID number**. RIDE uses the SASID to match the student with their demographic information submitted by your school district through eRIDE. If you need help obtaining a SASID or need to verify a SASID for a student, please call Mario Goncalves, RIDE, 222-8968, or [mario.goncalves@ride.ri.gov](mailto:mario.goncalves@ride.ri.gov).

**Student Lists in the OMS:** Included in the Administrators Guide are instructions that will help you update your student lists in the OMS. All teachers who completed the DRA training were instructed in how to manage their student lists.

There are two options for updating your list but first you will need to add any new teachers that are going to be using the OMS who are not presently in the system. For the system to work, each student must be assigned to a teacher. Option 1 is releasing last year’s students and moving them to the next grade and Option 2 is uploading this year’s new students. Option 1 is discussed in Appendix D and Option 2 is discussed in detail in the Administrator’s Manual that can be downloaded from the DRA OMS after you log in at <https://secure.pearsonlearning.com>.

Your login and password from last year should still be valid. Contact Dr. Kevon Tucker-Seeley at [kevon.tucker-seeley@ride.ri.gov](mailto:kevon.tucker-seeley@ride.ri.gov) to lookup your password or login info. If you have any other questions, please call the Technical Support Hotline at (800) 968-4558. Additionally, as a refresher, you can watch the short tutorial at: <http://www.brainshark.com/pearsonlearning/DRAOMS>.

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## Review Your Enrollment Roster

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Accurate enrollment rosters for each school, submitted by districts to RIDE, are crucial for the accurate calculation of participation rates and index scores for subgroups of students. Discrepancies in school enrollments between scores entered into the OMS and the enrollment rosters will result in “**No Scores**” being added to accountability calculations. A test score must be entered for each student enrolled for the required grade in your school **no later than June 10, 2016**.

For special-needs students, the front cover of the IEP must specify each student’s grade designation.

**Students Eligible for Alternate Assessment:** Rhode Island’s alternate assessment, the Multi-State Alternate Assessment (MSAA) is currently only available to students in grades 3 through 8 and grade 11; however, if you feel that a Kindergarten, 1<sup>st</sup> grade, or 2<sup>nd</sup> grade student would qualify, please contact Dr. Kevon Tucker-Seeley to discuss a possible exemption for the student so that he/she can be removed from the accountability calculations. **You will not be penalized in your school’s accountability calculations for students who would qualify for alternate assessment.**

## Plan for Testing Accommodations

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- ✧ Remember that the goal of the DRA is to find out how well students can read on their own, without assistance from the teacher. The DRA test design has many features that incorporate what would be considered accommodations on a standard paper-and-pencil test.
- ✧ Plan with school staff for any students who need testing accommodations, including reviewing IEP and 504 Plan accommodation requirements. Any student, regardless of his/her IEP or 504 status, may receive the same accommodations that he/she regularly receives during classroom testing unless such accommodations violate the purpose of the test. For example, reading the DRA book aloud to the student or translating the DRA book into Spanish would violate the purpose of the DRA, which is to find out if a child can read and comprehend on his/her own in English. If you have questions regarding accommodations, please call Dr. Kevon Tucker-Seeley at 222-8494 or email [kevon.tucker-seeley@ride.ri.gov](mailto:kevon.tucker-seeley@ride.ri.gov) with questions or concerns.
- ✧ Refer to the *Table of Assessment Accommodations and Codes*, located in Appendix B, to be sure that the accommodations being planned will result in valid test scores for your students.
- ✧ Make a list of these students and indicate the accommodation(s) required.

## Exemption from testing/State-Approved Special Considerations

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- ✧ RIDE will consider exceptional medical and other situations that may make it impossible (or not advisable) for a student to be given the DRA. The special consideration exemption would most likely apply to acute (rather than chronic) or unanticipated situations. Illness of a routine nature (e.g., the flu) is not a basis for requesting an exemption. Special consideration may be allowed on a case-by-case basis and must be approved by RIDE.
- ✧ Use the following procedure **prior to May 2, 2016** to request a medical exemption for a student who has a severe medical emergency that will prevent him/her from participating in DRA testing at any time during the scheduled testing window (May 2-31, 2016).
  1. Write a letter explaining the circumstances of the student's condition and include medical or other documentation if possible. Send the letter to Dr. Phyllis Lynch, Director, Office of Instruction, Assessment, and Curriculum, 255 Westminster St., 4<sup>th</sup> Floor, Providence, RI 02903. The letter must include the superintendent's signature.
  2. RIDE will review each request to determine if the student meets the criteria for this exemption. A letter will be sent to the superintendent explaining the decision.
  3. Students who are exempted will be removed from the demographic file at RIDE and will not be considered for accountability calculations.

## Develop a Plan to Complete Accountability Reporting Codes

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Plan how to code each student in the highest grade in your school in the DRA OMS. *It is critical that this data is accurate since it will be used for accountability purposes.*

The following is a list of data required for **every student in the tested grade**. Schools are responsible for keeping this data current and up-to-date. **The fields in bold must be accurate.** In previous years, we have aggregated student scores to determine the school index score. Only the ***highest grade*** in each K, K-1, or K-2 school is required to enter these data.

- ✧ **School Name**
- ✧ **School Code**
- ✧ Teacher First Name
- ✧ Teacher Last Name
- ✧ **Student First Name**
- ✧ Student Middle Name (optional)
- ✧ **Student Last Name**
- ✧ **Student Birth date**
- ✧ **SASID** (For assistance in obtaining the State Assigned Student Identification number, contact Mario Goncalves at 222-8968 or by email at [mario.goncalves@ride.ri.gov](mailto:mario.goncalves@ride.ri.gov))
- ✧ Student Grade

There are a variety of reporting options available through the OMS and we encourage schools to take advantage of them. For more information on these reports, please read the *Report Analyst's User Guide* that can be found either on the Pearson website or on the RIDE website.

## Score Entry into the DRA OMS

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Following the administration of the DRA, make sure all data is entered into the OMS System. If teachers give assessment results to someone for entry into the OMS, teachers must review the entries for accuracy. **It is critical that this data is accurate since it will be used for accountability purposes.**

All required data for the DRA must be uploaded into the DRA Online Management System. The data fields must be completed prior to June 10, 2016, which is the last day to upload student scores.

*No Scores* will be given to students who do not have a score entered and are still enrolled in your school. RIDE will use this information to remove any student still on the enrollment list or OMS list at the time of accountability classifications.

## Test Security and Fidelity of Implementation Form

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The DRA is a secure assessment. Appropriate test administration procedures are described in the test administration manual and teachers were trained in the proper administration of the DRA. Failure to administer the DRA in accordance with its intent will result in an investigation and possible nullification of student scores. However, all staff involved with the DRA must sign and return the Fidelity of Implementation to their school test coordinator.

- ✧ Inform **every member of your staff (certified and support staff)** about the security procedures, and obtain relevant signatures on the appropriate forms.
- ✧ Provide **all** staff with copies of *Test Security and Fidelity of Implementation* (see Appendix A). All test administrators should sign in the Test Security box after reading the form. After testing, test administrators should sign the Fidelity of Implementation box. Test administrators should return their forms to the principal and the principal should sign and forward a copy of the form to the district testing coordinator.
- ✧ Provide all potential test administrators and **any relevant support staff who may handle test results** with the *Test Security and Fidelity of Implementation* form. Relevant support staff include:

- any others, including substitute teachers, who become involved with test administration, or who may have, at any time, possession of test materials during the May testing window.

NUMBER OF COPIES TO KEEP AT SCHOOL*	NUMBER OF COPIES TO FORWARD TO DISTRICT TESTING COORDINATOR	DOCUMENTS
1	0	Hard copies of all Observation Guides/student scores.
1	2	Written explanation(s), IF ANY, for missing student scores in the Online Management System or Observation Guides.
1	2	Written details, IF ANY, about issues or concerns regarding potential violations of test procedures.
1	1	Signed Test Security and Fidelity of Implementation.

*\*Keep on file by the school until the close of next year's test administration*

At the conclusion of testing, the principal will photocopy *Test Security and Fidelity of Implementation* attesting that the Developmental Reading Assessment was administered in accordance with the testing procedures and accurate data and scores were entered into the DRA Online Management System. This should be forwarded to the district testing coordinator.

## Use of Test Materials

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DRA materials used for the K-2 State Assessment System must remain in the district. These materials may be re-used in the next school year under the current assessment system. They can be used three times per year for progress-monitoring purposes: at the beginning of the year for baseline information, the middle of the year for progress monitoring, and the end of the year for outcome evaluation.

## Reporting Testing Discrepancies and Potential Security Violations to RIDE

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Provide written details to your district testing coordinator if there are any other issues or concerns regarding potential violations of test security procedures. It is the responsibility of the superintendent, on behalf of any and all school principals, to report in writing, all discrepancies in test material delivery and collection, as well as issues and concerns regarding potential violations of the Rhode Island Department of Education's test security procedures, to:

Dr. Phyllis Lynch, Director  
Office of Instruction, Assessment, and Curriculum  
Rhode Island Department of Elementary and Secondary Education  
telephone: 401-222-8490  
fax: 222-3605

**OR**

email: [Phyllis.Lynch@ride.ri.gov](mailto:Phyllis.Lynch@ride.ri.gov)

The Rhode Island Department of Education shall investigate all potential violations.

## Appendix A: Security Process Forms

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**This copy to be submitted to and filed by the district testing coordinator. NOTE: This form must be completed by all staff administering the DRA.**

### TEST SECURITY AND FIDELITY OF IMPLEMENTATION DEVELOPMENTAL READING ASSESSMENT 2 RHODE ISLAND STATE ASSESSMENT PROGRAM

It is essential to follow security measures before, during, and after testing in order to ensure the validity, reliability, and fairness of the assessment results. Tests must be administered strictly in accordance with the instructions and procedures set forth in the test administration manuals and the assessment security instruction and procedures provided by the Rhode Island State Assessment Program.

The educational testing instruments used in the Rhode Island State Assessment Program are considered secure materials. Security of these testing materials is the responsibility of all school district employees who come into contact with or are assigned responsibility for the receipt, inventory, administration, storage, and return of these materials. **Failure to safeguard these test materials or to comply with standardized test administration procedures could adversely affect an individual's employment and/or certification status.** (Refer to the Assessment Security Notice below).

*This information is provided to assist you in determining what activity might constitute a breach of security. This list is not intended to include every possible circumstance where a security breach might occur.*

- ✓ All completed Observation Guides must be kept in a locked and secure area except during actual test administration. This includes time periods 1) prior to the beginning of testing; 2) at the close of each testing session, and 3) following completion of all testing and prior to the uploading of student scores from the Observation Guides into the Online Management System (OMS).
- ✓ Only persons explicitly designated to administer tests to students, provide special codes for or technical assistance for the Online Management System, or otherwise to handle completed Observation Guides may have, at any time, possession of the Observation Guides.
- ✓ All persons are prohibited from providing students with the answers at any time (before, during, and after test administration has been completed). This includes provision or cues, clues, hints, and/or actual answers in any written, printed, verbal, and/or non-verbal form.
- ✓ Responses to test items must represent the student's own independent and unaided thinking and must remain unchanged after test administration is complete. All persons are prohibited from changing students' responses, either by providing hints or clues to wrong answers during test administration or by erasing wrong responses from the Observation Guides. Allowable testing accommodations (refer to appendices in the Test Administration Manuals) remove barriers to participation so that these students may provide their own responses without giving them an advantage over other students.
- ✓ The Test Administrator should be able to focus on the student being tested. We recognize that the DRA is meant to be administered in a classroom setting; however, to the extent reasonable for the school and the teacher, the test administrator should be free from classroom duties.
- ✓ Use of test materials at times and for purposes other than those approved by the Rhode Island Department of Education is strictly prohibited. The DRA is a secure test and should not be made available to students outside of the testing windows as designated by RIDE or by the school.

## ASSESSMENT SECURITY NOTICE

Each assessment instrument in the Rhode Island State Assessment Program is procured and disseminated to local school districts by the State of Rhode Island under the authority of the Commissioner of Elementary and Secondary Education and the Council on Elementary and Secondary Education. The assessment materials and booklets are the property of the State of Rhode Island and must be maintained appropriately.

It is the position of the Department of Education that falsifying or altering assessment results, or any other compromise of the validity, reliability, or fidelity of implementation of the DRA, constitutes unprofessional conduct which could lead to the suspension or revocation of your certification. Under R.I.G.L. 16-11-4, certificates may be revoked "for cause".

All certified educational personnel who administer tests and support staff who handle Observation Guides or student scores are required to sign a Fidelity of Implementation Form that they understand test security expectations. Furthermore, district testing coordinators and principals are required to sign a Fidelity of Implementation Form providing assurances that, to the best of their knowledge, the test procedures have been followed; that no falsification or alteration of test scores has occurred, and that test administration guidelines and procedures set forth in the *District and School Testing Coordinator's Handbook: K-2 Assessment Program* have been followed and specifically noting any exceptions or problems. Should such fidelity and assurances be intentionally false, submission of the Fidelity of Implementation Form may constitute submission of a false document to a public agency in violation of R.I.G.L. 11-18-1. Such violation may also constitute cause for the suspension or revocation of your certificate under R.I.G.L. 16-11-4.

### Test Security: sign *before* test administration

I affirm that I have read and understand these Test Security Expectations.

Name (printed): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Grade(s): \_\_\_\_\_

Position: \_\_\_\_\_

### Fidelity of Implementation: sign *after* administration

I affirm that I have administered the DRA in accordance with the guidelines set forth in the test administration manual, the training I received, that I followed all test security procedures, and that all student scores that I entered into the OMS reflect the Independent Reading Level.

Name (printed): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Grade(s): \_\_\_\_\_

Position: \_\_\_\_\_

## Appendix B: Table of Assessment Accommodations and Codes

CODE	ACCOMMODATION	DRA
<b>SETTING</b>		
11	Alternate location: individual, small group, one-to-one with support	NO
12	Environmental: lighting, adaptive furnishings	YES
13	Environmental: minimal distractions, noise buffers, special acoustics	YES
14	Preferential seating	NO
<b>PRESENTATION</b>		
21	Audio tape	NO
22	Braille	<i>n/a</i>
23	Large print	<i>n/a</i>
24	Reading all or part of test questions or reading passages to students (Do not code if you read directions only)	NO
25	Reading all or part of test questions or reading passages to students in another language (Do not code if you read directions only)	NO
26	Directions: signed, repeated, simplified, clarified	YES
27	Audio: amplification devices, hearing aids	YES
28	Visual aids: magnification devices, templates to reduce visible print; key words or phrases in directions highlighted	YES
<b>SCHEDULING</b>		
31	Specific time of day/days	YES
32	Subtests in different order	YES
<b>TIMING</b>		
41	Extended time (beyond recommended testing time)	YES
42	Flexible schedule-extended test sessions over several days	YES
43	Frequent breaks during testing	YES
<b>RESPONSE</b>		
50**	Use of Braille, word processor, computer, typewriter	YES
51*	Oral response into tape recorder transcribed into written English	YES
52*	Use of scribe (transcription of student's writing)	YES
53*	Signed response – written verbatim by test administrator	YES
54**	Communication device	YES
55	Pencil grips, large diameter pencil	YES
56	Paper secured to work area with tape/magnets, special paper	YES
57	Resources: dictionaries, thesaurus, word banks, glossaries, spell checkers, etc.	NO
58	Oral or written response in language other than English	NO

**KEY**

**YES** This accommodation may be used for the DRA assessment.

**NO** Use of this accommodation for the DRA assessment means the score will be considered invalid and will result in a "No Score."

***n/a*** Not Applicable

**\*** Must include specific reference to grammar, spelling, and punctuation

**\*\*** Except for those that self-correct