

North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 E. Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440

Title I Compliance Series

Issue: Assessment

Applicable for:

- Targeted Assistance Schools



September 2007

North Dakota Department of Public Instruction

TITLE I FAST FACT SERIES

Issue: Local Assessment Requirements for Title I Teachers

By law, Title I programs must report each individual student's progress if served in a Title I program.

It is the responsibility of the Title I teacher to monitor progress of Title I students in all of the grades they serve. A review of each Title I student's progress is conducted to assess whether students are making gains. A minimum of three assessment criteria must be used to measure student progress.

Title I teachers are required to track the progress of all students served in the Title I program. It is also important that the results of these assessments are documented.

Please note:

- Three different assessments must be used to record the progress of all Title I students.
- These assessments may be objective or subjective. For example, the Title I teacher could use narrative progress reports as one assessment criteria.
- A portfolio documenting the progress of each child and showing the three assessments being used must be maintained for each Title I student.
- The assessment results must be reported to parents for each student at least twice a year, preferably more often.
- Different developmentally appropriate assessment tools can be used at each grade level.
- Title I teachers are required to use three assessment measures in reading, and if serving students in math, three math assessment measures.
- Title I teachers must provide the parents of all Title I students with the student's individual assessment results.

In addition to assessing the progress of each Title I student, Title I programs are required to provide parents with the assessment results in a written format. This written report is called the "Title I Report Card" or "Title I Progress Report." Ideally, parents should receive frequent feedback on their child's progress. However, the report cards must be distributed, at a minimum of twice a year. Sample "Title I Report Cards" and "Title I Progress Reports" are available at www.dpi.state.nd.us/title1/targeted/require/assess/index.shtm.

If you have additional questions regarding this issue, please contact:

Laurie Matzke
Department of Public Instruction
600 E Boulevard Ave., Dept 201
Bismarck, ND 58505-0440

Telephone: (701) 328-2284
Fax: (701) 328-4770
Email: lmatzke@nd.gov
Website: www.dpi.state.nd.us/title1/index.shtm

TITLE I MATH ASSESSMENT

Student: _____

School Year: _____ Grade: _____

Teacher: _____



Math Timed Test

	Possible number correct	Actual number correct	Percentage
Fall Quarter Date _____			
Winter Quarter Date _____			
Spring Quarter Date _____			

Star Math



Date Math Grade Star Math

____ Grade

____ Grade

____ Grade



Portfolio Contents and Progress



TITLE I PROGRESS REPORT

Student: _____

School Year: _____ Grade: _____

Regular Classroom Teacher: _____

Title I Teacher: _____

Message to Parent/Guardian

As you know, your child is involved in the Title I Reading Program. The checklist will tell you about your child's progress in this program. This information is based both on performance in the reading room, and in the regular classroom.

■ Computer Curriculum Corporation (CCC report)

Reading	End of IPM Average	Curriculum Average	Gain since IPM
Reading			

■ Accountability Towards ND State Standards
English/Language Arts

		Rubric Score
Standard I	I	_____
	II	_____
	III	_____
	IV	_____
	V	_____
	VI	_____
	VII	_____

Definition of Rubrics

- 4** Demonstrates exemplary performance; *exceeds* performance standard; **advanced proficiency.**
- 3** Demonstrates solid performance; *meets* State performance standard; **proficient.**
- 2** Performance is *emerging* or developing toward performance standard; **partially proficient.**
- 1** Attempt made but there are serious errors; **novice.**

■ Narrative comments on student progress based on my observation of your child:

Assessment Requirements

Local Assessments (Requirements for Assessing ND Title I Students
[North Dakota Local Assessment Requirements](#) - narrative description

For ideas on what assessment tools could work well in your program, choose a link below:

- [Math Assessment Ideas](#)
- [Reading Assessment Ideas](#)
- [Assessment Resources](#)

To maintain your Title I portfolio and to provide parents with the results of your assessments, we recommend developing a form that lists the assessment results. Click below to see both reading and math sample forms you can use to document assessment results in your program. All forms contain at least three assessment results.

Reading

- [Title I Report Card/Progress Report](#)
- [Title I Progress Report](#)
Includes: 1) CCC results, the 2) Title I Optional Assessment Rubric score results, and 3) Space for Narrative Assessment Comments from the Title I teacher.
- [Title I Reading Progress Report](#)
Assessments: 1) Gates MacGinitie 2) Reading Checklist 3) List of Novels Read
- [Title I Student Assessment Report](#)
Assessments: 1) Sight Word List 2) Teacher Anecdotal Records of Reading Behaviors 3) Portfolio Contents and Progress 4) Checklist of Reading Behaviors-
- Strategy Use When Reading
- [Title I Strategy Use Progress Report](#)
Assessments: 1) Reading Inventory Progress 2) Strategy Use [based on Running Records] 3) Teacher Anecdotal Notes

Math

- [Title I Math Progress Report 1](#)
Includes: 1) Star Math, the 2) Portfolio Contents and Progress, and 3) Math Timed Test.
- [Title I Math Progress Report 2](#)
Includes: 1) Measuring Standards, the 2) Computer Curriculum Corporation Results, and 3) Math Test Results.
- [Title I Math Progress Report 3](#)
Includes: 1) Math Chapter Tests Results, the 2) Narrative Comments from the Teacher, and 3) Teacher Anecdotal Records of Math Behaviors.

Other

[General Progress Report - High School](#)

Assessment Resources

The North Dakota Department of Public Instruction (DPI) State Title I office has put together this resource to provide Title I personnel with information on assessments. As a part of the educational program of all students, assessments can:

- Provide an evaluation to determine the effectiveness of a reading program,
- Screen students to determine those students most at-risk,
- Monitor progress to determine if individual students are making adequate progress, and
- Provide in-depth information on students' skills and challenges that will assist in planning future instruction.

The resources on the following links are provided to assist schools and districts in their search for the most beneficial assessments in providing information to help guide students' reading instruction. The assessments listed on these sites do not constitute an endorsement by the Department of Public Instruction. These resources are not all inclusive and are meant to be ever changing as new information becomes available. If you have any suggestions, comments, or additional information, please contact Gail Schauer in the State Title I office by phone at (701) 328-2285 or by email at gschauer@nd.gov.

- [List of Reading Assessments](#)
- [Analysis of Reading Assessment Measures](#)
- [List of Math Assessments](#)
- [Analysis of Math Assessment Measures](#)
- [Additional Resources on Assessment](#)
- [Tests for Student Selection or Assessment](#)
- [Title I Targeted Assistance Requirements for Assessment](#)