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Teacher-Assessed Student Achievement Data (TAS) Guidance

These guidance documents were developed in collaboration with DCPS teachers, instructional coaches, master educators, administrators, and central office staff. With approval from their administrator, teachers may choose to use assessments for TAS other than those described here. Administrators may also choose to require certain assessments or common practices at their schools. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

TAS Guidance Overview

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS. All teachers in Groups 1-6 will write TAS goals at the beginning of the year to gauge student achievement. For Groups 2-6, TAS scores will account for 10% of the overall IMPACT score. Group 1 teachers write TAS goals as a strong teaching practice and as an alternative should it not be possible to calculate a valid Individual Value-Added (IVA) score. With principal approval, teachers may adapt, as appropriate, the subject-area guidance for writing TAS goals. In all cases, assessments used for TAS should be rigorous, aligned to DCPS content standards, and appropriate for the teacher's classes and students. All assessments, student averages, and weights must be approved by the principal or assistant principal. Administrators may also choose to require certain assessments or common practices at their schools.

This general overview provides key dates in the TAS process and recommendations for addressing common issues in developing TAS goals. While these suggestions offer a method of handling these issues, the ultimate decision rests with principals to determine what TAS goals will work best in their school. This section is followed by guidance for specific subjects and grades.

Timeline & Process

- September 12: Principals and teachers may begin adding TAS goals in the IMPACT database
- **October 14: Deadline for submitting TAS goals**
- December: Principals monitor progress on TAS goals
- March: Principals monitor progress on TAS goals
- **June 14: Deadline for submitting final TAS scores**

The IMPACT team will be available to support principals and teachers in the TAS process. By the end of August, a representative from the IMPACT team will reach out to each principal to discuss the school's plan to set TAS goals. As principals develop their plan, the IMPACT team will be available to answer questions and provide a TAS Information Session to teachers, if the principal chooses. The IMPACT team will also review all TAS goals by the end of October to ensure they are workable.

Principals should monitor teachers' progress toward their TAS goals to ensure that they are on track to achieve them. By collecting these updates, principals and teachers will maintain communication around TAS throughout the year, make data-based instructional adjustments, and be better prepared for end of the year TAS conferences and scoring.

Principals and teachers have the flexibility to decide whether or not to use final exams or other forms of summative assessments for their TAS goals (for example, unit exams). Should principals approve the use of final exams, the dates of those exams should be set to allow time to have the assessment scored and achievement data calculated in time for the *June 14* TAS deadline.

Common TAS Issues

Teachers Starting Mid-Year

All teachers should establish TAS goals to help drive student achievement. For teachers starting in the middle of the year, TAS goals should be entered within *two weeks* of their start date. These teachers should set goals that correspond to the portion of the year they are teaching rather than the whole year. Every teacher and her/his principal are responsible for ensuring that TAS goals are entered within this timeframe.

Teachers with Multiple Subjects

For teachers responsible for multiple subjects over the course of the year, the teacher and principal may opt to either have one goal for all students or to develop TAS goals for each of the subjects. For example, if a high school science teacher has one section of biology and one of chemistry, she/he may have one overall TAS goal or separate TAS goals for each subject.

Departmentalized Schools

In departmentalized schools, teachers covering one subject area with a large number of students or classes may opt to develop TAS goals for each section or one TAS goal for all sections. The principal and teacher should determine the most appropriate TAS goal(s) given the school's unique situation.

Attendance

If a student is not present for the predetermined TAS assessment, then the teacher should make every effort to re-administer the test as soon as possible. If the student was no longer enrolled at the time of the assessment, she/he cannot be counted towards the TAS goal. For all other cases, if a student is present for at least 5 weeks in a given advisory, then she/he should be counted for any TAS goals associated with that term. For courses with end-of-semester or end-of-year summative assessments, a student should be present for at least 10 weeks of the semester or 20 weeks of the year to be included in calculating TAS scores.

Block Scheduling and Semester Classes

For schools with block scheduling and semester-long classes, TAS goals should be used to measure student learning over the course of the semester rather than the year. If a teacher covers the same subject both semesters or in multiple sections, the scores of all students can be averaged together for one TAS goal or they may be entered as separate goals for each semester. If a teacher is covering multiple subjects over the two semesters, then separate TAS goals should be set.

Combination Classes

For schools or classes that use a combination class model in which students from different grades are combined, separate TAS goals for each grade should be set if the content or standards are different. For example, a teacher with a first/second grade combination class should develop separate TAS goals for the first grade students and the second grade students.

Inclusion Classes

For schools or classes that use an inclusion model for special education students, TAS goals should depend on the division of responsibilities, if any, between the general education and special education teachers. If the two teachers co-teach, taking equal responsibility for the class instruction, then both the general education teacher and the special education teacher should have TAS goals related to the whole class's performance. If the special education teacher is only responsible for the special education students in the class, then she/he should only have TAS goals for that group. In these cases, the general education teacher should include all students in her/his TAS goals. If the special education teacher pulls students out of class, then her/his TAS goals should only include this group of students. The general education teacher should not include students in her/his TAS goal if that student is pulled out for the class. For example, if a student is pulled out for the reading instructional time, the general education teacher should not include that student in her/his TAS reading goal.

Dual Language Programs

Teachers in dual language programs may have a particular need to adapt DCPS guidance so that it is appropriate for their classrooms. For instance, a fourth grade teacher who teaches math in Spanish across several fourth grade classrooms, but does not teach other academic subjects, could adapt the math section from the guidance for first through fifth grade teachers. A fourth grade teacher of reading and writing in Spanish could adapt the reading and writing sections, although a test of reading in English would not be appropriate for this teacher to use. In middle school dual language programs, use of the guidance for secondary subject-area classes may be appropriate.

To assess literacy in Spanish, the Evaluación del Desarrollo de la Lectura (EDL) may be used.

Schools with Transient Populations

At some schools, many students may not stay enrolled for the entire school year. The teacher and principal should determine the most appropriate interval at which to assess student growth. For instance, in a class that lasts for one advisory, the TAS goal(s) should be set for that timeframe.

In these schools, the teacher should assess student learning over the course of that appropriate interval—for example, the advisory. The four advisories can then be averaged together. When principals enter information into QuickBase, it may be most useful to enter separate categories for each advisory.

Grades and Subjects Covered by This Guidance

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TAS Guidance – Pre-School and Pre-Kindergarten

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS. For pre-school and pre-kindergarten (3- and 4-year-old) classes, DCPS suggests that teachers use the *Teaching Strategies GOLD™* assessment for TAS.

GOLD gives teachers insight into how children are learning and the progress they are making. Using the tool throughout the year will enable teachers to modify instruction and use the teaching strategies that are most likely to help children succeed.

For pre-school and pre-kindergarten teachers, this information should be entered into the IMPACT QuickBase system at the beginning of the year:

Category	Assessment Description	Student Performance Required for the Teacher to Earn a...				Weight
		Level 4	Level 3	Level 2	Level 1	
GOLD	GOLD	Average of seven domains	Average of seven domains	Average of seven domains	Average of seven domains	100%

At the end of the year, student growth in each of seven GOLD domains will be averaged for each class by the GOLD system, which will then translate growth in each domain to a score between 1 and 4 using the scales on the following pages. Scores on the seven domains will then be averaged by the GOLD system to give each teacher an overall score between 1.0 and 4.0. The principal or assistant principal will enter that overall score into the IMPACT QuickBase system as the teacher’s TAS score.

This scoring system is designed to recognize that all children are capable of growth, no matter what their level of skills and knowledge at the beginning of the school year. The scales and cut-offs are based on research and data from DCPS, and from the fall to summer checkpoint.

If data is not entered for one or more of the seven domains or if less than 70% of students are included, “Incomplete Data” will be displayed instead of a score for the affected domain as well as for the “Total Recommended TAS Score”. In these rare instances, a principal should decide how to create a TAS score for that individual teacher. If additional guidance or support is needed, contact the Office of Early Childhood or the IMPACT team for assistance.

The scales and cut-offs used for calculating scores on the seven domains are on the next page, and further information on understanding GOLD TAS Reports are on the last two pages. Please contact impactdcps@dc.gov or 202-719-6553 with questions.



GOLD™ TAS Score Rubric

Scores in each area are calculated using data from the first (Fall) and the last (Summer) checkpoints.

Four Year Olds (Blue Band)	1	2	3	4
Social-Emotional	No Growth	1 through 9.0	9.1 through 18.0	18.1 +
Gross Motor	No Growth	1 through 3.0	3.1 through 6.0	6.1 +
Fine Motor	No Growth	1 through 2	2.1 through 4.0	4.1+
Language	No Growth	1 through 6.0	6.1 through 12.0	12.1 +
Cognitive	No Growth	1 through 11.0	11.1 through 22.0	22.1 +
Literacy	No Growth	1 through 18.0	18.1 through 36.0	36.1 +
Math	No Growth	1 through 7.0	7.1 through 15.0	15.1 +

Three Year Olds (Green Band)	1	2	3	4
Social-Emotional	No Growth	1 through 8.0	8.1 through 18.0	18.1 +
Gross Motor	No Growth	1 through 3.0	3.1 through 5.0	5.1 +
Fine Motor	No Growth	1 through 3.0	3.1 through 5.0	5.1 +
Language	No Growth	1 through 6.0	6.1 through 12.0	12.1+
Cognitive	No Growth	1 through 10.0	10.1 through 20.0	20.1 +
Literacy	No Growth	1 through 12.0	12.1 through 24.0	24.1 +
Math	No Growth	1 through 7.0	7.1 through 14.0	14.1 +

Understanding the GOLD TAS Report

This document was created to provide guidance to administrators about how teacher’s TAS scores are calculated using the GOLD™ child assessment system.

1. How are teacher’s TAS score calculated?

TAS scores are calculated using finalized student data from the Fall and Summer checkpoint seasons. Scores are generated by totaling each student’s ratings within each domain, then averaging the ratings for all students in the classroom. Teachers will then have a Fall and Summer score for each of the seven GOLD™ domains. The Fall score is subtracted from the Summer score in order to determine a total growth score for the year within each domain. This score is compared to the TAS rubric to determine whether a teacher receives a 1, 2, 3, or 4 TAS score in that GOLD™ domain. All of the domain-level scores are then averaged to get a Total Recommended TAS score that administrators can enter into the IMPACT QuickBase application. [Note: All of these calculations are completed automatically within the GOLD™ system before the report is generated.]

For a teacher with children in one color-band, the example below shows how the report will be generated.

Teacher Name	Number of Students	Social-Emotional	Physical Gross Motor	Physical Fine Motor	Language	Cognitive	Literacy	Math	Total Recommended TAS score
Teacher 1	20	3	3	4	4	2	3	3	3.1

For a teacher with children in two color-bands, the example below shows how the report will be generated.

Teacher Name	Number of Students	Social-Emotional	Physical Gross Motor	Physical Fine Motor	Language	Cognitive	Literacy	Math	Total Recommended TAS score
Teacher 2 (3 year olds)	8	2	3	3	2	3	4	4	3
Teacher 2 (4 year olds)	9	3	3	3	4	3	3	4	3.3
Total TAS Score									3.1

Note: The “Number of Students” is the number of students in the class but not necessarily the total number of students included in the score for each domain. While we can assume that at least 70% of students were included when a score is generated, administrators can check the GOLD system to verify which students were included.

2. How is a TAS score calculated if my school opted to use something other than the average of the seven GOLD™ domains?

The GOLD™-generated TAS report calculates scores within each of the seven GOLD™ domains and a Total Recommended TAS Score representing the average of all of those domain-level scores. If a school is using a different combination of domains (ex. GOLD™ Literacy & Math domains only), they can still generate this report in GOLD™, but would need to use the domain scores that are relevant to their school and calculate the averages of those by hand. The system will not be able to generate different versions of TAS scores. If a school is using a different assessment to obtain TAS score for teachers, then the administrator would need to use his/her own rubric to determine teachers’ TAS scores.

3. What if a child came into a classroom at my school in the middle of the year and doesn’t have finalized Fall checkpoint data?

This child’s data will not be included in a teacher’s TAS score because the TAS scores generated by the GOLD™ system uses only Fall and Summer finalized data. Only children with finalized GOLD™ data in the Fall and the Summer will be included in a teacher’s TAS score calculations.



TAS Guidance – Kindergarten

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS. For kindergarten classes, teachers may use the following for TAS:

Category	Assessment Description	Student Performance Required for the Teacher to Earn a...				Weight
		Level 4	Level 3	Level 2	Level 1	
Pre-Reading Skills	A teacher-created or off-the-shelf assessment that measures students' mastery of rhyming, letter identification, sound production, and letter production.	Class average of 90 on a 100-point grading scale	Class average of 80 on a 100-point grading scale	Class average of 70 on a 100-point grading scale	Class average of less than 70 on a 100-point grading scale	20%
Reading	The Text Reading and Comprehension (TRC) assessment.	90% of students increase at least 1 proficiency level or are at least proficient	80% of students increase at least 1 proficiency level or are at least proficient	70% of students increase at least 1 proficiency level or are at least proficient	Less than 70% of students increase at least 1 proficiency level or are at least proficient	20%
Writing	A teacher-created or off-the-shelf assessment that measures students' mastery of imaginative writing, expository writing, and English language conventions standards.	Class average of 90 on a 100-point grading scale	Class average of 80 on a 100-point grading scale	Class average of 70 on a 100-point grading scale	Class average of less than 70 on a 100-point grading scale	20%
Math	A teacher-created or off-the-shelf assessment that measures students' mastery of math skills and knowledge standards.	Class average of 90 on a 100-point grading scale	Class average of 80 on a 100-point grading scale	Class average of 70 on a 100-point grading scale	Class average of less than 70 on a 100-point grading scale	40%
TOTAL						100%

Further guidance on using the TRC is included in these documents. Other reading assessments may be used instead of the TRC to assess reading growth. Please note that DIBELS is not an appropriate assessment to use for TAS; its intent is purely formative and calculating “a year’s growth” in skills assessed using DIBELS would be overly complex. Writing assessments should include multiple question types. Math assessments should include multiple question types and real-world applications of problem-solving abilities rather than only use of algorithms.

In the interest of simplicity, this guidance does not include social studies and science assessments. Teachers and principals may choose to include these subjects as part of TAS.

All assessments must be approved by the principal or assistant principal. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

TAS Guidance – Elementary Classrooms (Grades 1-5)

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS. For elementary classrooms (grades 1-5), teachers may use the following for TAS:

Category	Assessment Description	Student Performance Required for the Teacher to Earn a...				Weight
		Level 4	Level 3	Level 2	Level 1	
Reading	The Text Reading and Comprehension (TRC) assessment.	90% of students increase at least 1 proficiency level or are at least proficient	80% of students increase at least 1 proficiency level or are at least proficient	70% of students increase at least 1 proficiency level or are at least proficient	Less than 70% of students increase at least 1 proficiency level or are at least proficient	40%
Writing	A teacher-created or off-the-shelf standards-based assessment that measures students' ability to write a story or essay, using the DC CAS Constructed-Response Writing Rubric, at the beginning and end of the year.	Average growth of 3.5 points on the 10-point rubric or class average above 8 at the end of the year	Average growth of 3 points on the 10-point rubric	Average growth of 2.5 points on the 10-point rubric	Average growth of less than 2.5 points on the 10-point rubric	20%
Math	A teacher-created or off-the-shelf standards-based cumulative test that measures standards taught, including all major topics for the grade.	Class average of 90 on a 100-point grading scale	Class average of 80 on a 100-point grading scale	Class average of 70 on a 100-point grading scale	Class average of less than 70 on a 100-point grading scale	40%
TOTAL						100%

Further guidance on using the TRC is included in these documents. Other reading assessments may be used instead of the TRC. Please note that DIBELS is not an appropriate assessment to use for TAS; its intent is purely formative and calculations of "a year's growth" in skills using DIBELS are very complex. Schools with access to online question banks from interim assessment providers such as ANet or other vendors may use these tools to develop assessments, though the official interim assessments should not be used for TAS goals. Further guidance on using these tools can be found on page 25.

Math tests should include multiple question types and address multiple levels of Bloom's Taxonomy; they should include real-world application of problem-solving abilities rather than only use of algorithms.

In the interest of simplicity, this guidance does not include social studies and science assessments. Teachers and principals may choose to include social studies and science assessments as part of TAS.

All assessments, student averages, and weights must be approved by the principal or assistant principal. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

TAS Guidance – Elementary Health and Physical Education

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS. For elementary health and physical education classes, teachers may use the following for TAS:

Category	Assessment Description	Student Performance Required for the Teacher to Earn a...				Weight
		Level 4	Level 3	Level 2	Level 1	
Physical Fitness	The FitnessGram assessment at the beginning and the end of the course (measuring aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition).	90% of students grow in at least 1 of the components of fitness	80% of students grow in at least 1 of the components of fitness	70% of students grow in at least 1 of the components of fitness	Less than 70% of students grow in at least 1 of the components of fitness	30%
Activity Log	A log showing when the student engages in physical activity.	90% of students keep log to required standards	80% of students keep log to required standards	70% of students keep log to required standards	Less than 70% of students keep log to required standards	30%
Written Test or Project	A teacher-created or off-the-shelf assessment measuring student mastery of DCPS content standards.	Class average of 90 on a 100-point grading scale	Class average of 80 on a 100-point grading scale	Class average of 70 on a 100-point grading scale	Class average of less than 70 on a 100-point grading scale	40%
TOTAL						100%

Sample projects and unit tests are available in the Health and Physical Education Resource Guide via the Educator Portal. The recommended Activity Log may be completed using the FitnessGram program.

Teachers and principals should decide on weights depending on the amount of class time teachers have with each group of students. The weights presented above are for example purposes only.

All assessments, student averages, and weights must be approved by the principal or assistant principal. Please contact impactdcps@dc.gov or 202-719-6553 with questions.



TAS Guidance – Middle School Health and Physical Education

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS. For middle school health and physical education classes, teachers may use the following for TAS:

Category	Assessment Description	Student Performance Required for the Teacher to Earn a...				Weight
		Level 4	Level 3	Level 2	Level 1	
Physical Fitness	The FitnessGram assessment at the beginning and the end of the course (measuring aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition).	90% of students grow in at least 1 of the components of fitness	80% of students grow in at least 1 of the components of fitness	70% of students grow in at least 1 of the components of fitness	Less than 70% of students grow in at least 1 of the components of fitness	30%
Activity Log	A log showing when the student engages in physical activity.	90% of students keep log to required standards	80% of students keep log to required standards	70% of students keep log to required standards	Less than 70% of students keep log to required standards	30%
Written Test or Project	A teacher-created or off-the-shelf assessment measuring student mastery of DCPS content standards.	Class average of 90 on a 100-point grading scale	Class average of 80 on a 100-point grading scale	Class average of 70 on a 100-point grading scale	Class average of less than 70 on a 100-point grading scale	40%
TOTAL						100%

Sample projects and unit tests are available in the Health and Physical Education Resource Guide via the Educator Portal. The recommended Activity Log may be completed using the FitnessGram program.

Teachers and principals should decide on weights depending on the amount of class time teachers have with each group of students. The weights presented above are for example purposes only.

All assessments, student averages, and weights must be approved by the principal or assistant principal. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

TAS Guidance – Secondary English

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS. For secondary English, teachers may use the following for TAS:

Category	Assessment Description	Student Performance Required for the Teacher to Earn a...				Weight
		Level 4	Level 3	Level 2	Level 1	
Critical Reading of Literary Text	A teacher-created or off-the-shelf standards-based assessment that measures ability to read unfamiliar, reading-level-appropriate passages and answer questions about key ideas and details, craft, and structure.	Class average of 90 on a 100-point grading scale	Class average of 80 on a 100-point grading scale	Class average of 70 on a 100-point grading scale	Class average of less than 70 on a 100-point grading scale	30%
Critical Reading of Informational Text	A teacher-created or off-the-shelf standards-based assessment that measures ability to read unfamiliar, reading-level-appropriate passages and answer questions about key ideas and details, craft, and structure.	Class average of 90 on a 100-point grading scale	Class average of 80 on a 100-point grading scale	Class average of 70 on a 100-point grading scale	Class average of less than 70 on a 100-point grading scale	30%
Writing	A teacher-created or off-the-shelf standards-based assessments that measures essay writing, graded on the DC CAS Constructed-Response Writing Rubric, at the beginning and the end of the year.	Average growth of 3.5 points on the 10-point rubric or class average above 8	Average growth of 3 points on the 10-point rubric	Average growth of 2.5 points on the 10-point rubric	Average growth of less than 2.5 points on the 10-point rubric	40%
TOTAL						100%

Critical reading assessments should include multiple question types, including brief constructed response, and should address multiple levels of Bloom’s Taxonomy, focusing on analysis or higher levels. Texts and questions may be found at Discovery Learning Online or in released items from the DC CAS, the SAT, and AP exams.

Classes using a standardized reading assessment—such as Gates-MacGinitie—that can be converted to grade-level equivalents may use this assessment for TAS. This approach may best suit classes in which many students are reading significantly below grade level. In these cases, teachers should set goals following the guidelines in the TAS rubric in the IMPACT guidebook. The Scholastic Reading Inventory (SRI) is not a recommended TAS assessment for school year 2011-2012. Many students may be taking it for the first time this year, and the assessment must be given multiple times to determine an accurate student achievement level. The SRI will prove a useful assessment in the future once baseline scores are established. (In Read180 classes, teachers set a predicted reading level for students, and therefore, the original scores are more accurate. For these courses, using the SRI is acceptable.) Schools with access to online question banks from interim assessment providers such as ANet or other vendors may use these tools to develop assessments, though the official interim assessments should not be used for TAS goals. Further guidance on using these tools can be found on page 25.

All assessments, student averages, and weights must be approved by the principal or assistant principal. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

TAS Guidance – Secondary Math

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS. For secondary math classes, teachers may use the following for TAS:

Category	Assessment Description	Student Performance Required for the Teacher to Earn a...				Weight
		Level 4	Level 3	Level 2	Level 1	
Mid-Year Exam	A teacher-created or off-the-shelf assessment that measures student mastery of DCPS math standards taught in the first half of the year.	Class average of 90 on a 100-point grading scale	Class average of 80 on a 100-point grading scale	Class average of 70 on a 100-point grading scale	Class average of less than 70 on a 100-point grading scale	50%
End-of-Year Exam	A teacher-created or off-the-shelf assessment that measures student mastery of DCPS math standards taught in the second half of the year.	Class average of 90 on a 100-point grading scale	Class average of 80 on a 100-point grading scale	Class average of 70 on a 100-point grading scale	Class average of less than 70 on a 100-point grading scale	50%
TOTAL						100%

Teacher-created exams should include multiple question types and brief constructed responses and should address multiple levels of Bloom’s Taxonomy; they should include real-world applications of problem-solving abilities rather than only use of algorithms. Exams and exam questions may be found in DCPS-approved textbooks and associated resources. These resources include CD-ROMs (such as the Easy Planner, Test Generator, and Activity Generator on McDougal Littell’s CD-ROM) and websites such as Discovery Learning Online and the McDougal Littell *Classzone*. Schools with access to online question banks from interim assessment providers such as ANet or other vendors may use these tools to develop assessments, though the official interim assessments should not be used for TAS goals. Further guidance on using these tools can be found on page 25.

For the purposes of TAS, end-of-year exams must be given in sufficient time that the student average can be presented to the principal or assistant principal by the beginning of June. The exams should, in sum, cover all strands of the content standards and address all of the major topics of the course.

Rigorous, standards-aligned performance tasks may be used in addition to exams. Real-world applications of math standards taught may be found in DCPS-approved textbooks and curriculum resources.

All assessments, student averages, and weights must be approved by the principal or assistant principal. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

TAS Guidance – Secondary Social Studies

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS. For secondary social studies courses such as World History, US History, US Government, and DC History, teachers may use the following for TAS:

Category	Assessment Description	Student Performance Required for the Teacher to Earn a...				Weight
		Level 4	Level 3	Level 2	Level 1	
Content Mastery	A teacher-created or off-the-shelf end-of-course exam that measures mastery of DCPS Social Studies standards.	Class average of 90 on a 100-point grading scale	Class average of 80 on a 100-point grading scale	Class average of 70 on a 100-point grading scale	Class average of less than 70 on a 100-point grading scale	50%
Writing Skills	A teacher-created or off-the-shelf standards-based assessment that measures essay writing skills, using the DC CAS Topic/Idea Development Writing Rubric, at the beginning and the end of the year.	Average growth of 2.5 on the 6-point rubric or class average above 5 at the end of the year	Average growth of 2 on the 6-point rubric	Average growth of 1.5 on the 6-point rubric	Average growth of less than 1.5 on the 6-point rubric	30%
Primary Source Analysis	A teacher-created or off-the-shelf standards-based assessment that measures ability to analyze primary source documents.	Class average of 90 on a 100-point grading scale	Class average of 80 on a 100-point grading scale	Class average of 70 on a 100-point grading scale	Class average of less than 70 on a 100-point grading scale	20%
TOTAL						100%

End-of-course exams should, in sum, include all of the major topics for the course. Exams and exam questions may be found in DCPS-approved textbooks and associated resources (for example, CD-ROMs, resource books, and websites such as Discovery Learning Online), as well as in released items from the DC CAS, the SAT II, the AP, and other standardized tests. Teacher-created tests should include multiple questions, such as brief constructed response, multiple choice, and other question types which measure multiple levels of Bloom’s Taxonomy. For the purposes of TAS, end-of-year exams must be given in sufficient time that the student average can be presented to the principal or assistant principal by the beginning of June.

While research projects are very important, they are not included in this guidance for the sake of simplicity. Teachers and principals may choose to include research or other categories in TAS calculations.

All assessments, student averages, and weights must be approved by the principal or assistant principal. Please contact impactdcps@dc.gov or 202-719-6553 with questions.



TAS Guidance – Secondary Science

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS. For science classes, teachers may use the following for TAS:

Category	Assessment Description	Student Performance Required for the Teacher to Earn a...				Weight
		Level 4	Level 3	Level 2	Level 1	
End-of-Year Exam	A teacher-created or off-the-shelf standards-aligned test that measures student mastery of DCPS science content standards for the course.	Class average of 90 on a 100-point grading scale	Class average of 80 on a 100-point grading scale	Class average of 70 on a 100-point grading scale	Class average of less than 70 on a 100-point grading scale	60 %
Projects	A project that measures student use of scientific thinking and inquiry (for example, a science fair project) on a topic related to course content.	Class average of 90 on a 100-point grading scale	Class average of 80 on a 100-point grading scale	Class average of 70 on a 100-point grading scale	Class average of less than 70 on a 100-point grading scale	20 %
Performance Assessments	A teacher-created or off-the-shelf standards-aligned assessment that measures student understanding of methods and concepts (for example, laboratory reports). Students are graded on a rubric at the beginning and the end of the year.	Average growth of 2 points on a 4-point rubric or class average above 3.5	Average growth of 1.5 points on a 4-point rubric	Average growth of 1 point on a 4-point rubric	Average growth of less than 1 point on a 4-point rubric	20 %
TOTAL						100%

Teacher-created tests should include multiple questions, such as brief constructed response, multiple choice, questions regarding diagrams, and other question types which measure multiple levels of Bloom’s Taxonomy. For the purposes of TAS, end-of-year exams must be given in sufficient time that the student average can be presented to the principal or assistant principal by the beginning of June.

Measuring growth on performance assessments such as laboratory experiments requires a pre-assessment at the beginning of the year. This should be done in the same format and graded using the same rubric as the end-of-year assessment.

All assessments, student averages, and weights must be approved by the principal or assistant principal. Please contact impactdcps@dc.gov or 202-719-6553 with questions.



TAS Guidance – High School Health Education (P26)

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS. For the Health Education Course P26, teachers may use the following for TAS:

Category	Assessment Description	Student Performance Required for the Teacher to Earn a...				Weight
		Level 4	Level 3	Level 2	Level 1	
Safety	A teacher-created or off-the-shelf assessment measuring student mastery of course content.	Class average of 90 on a 100-point grading scale	Class average of 80 on a 100-point grading scale	Class average of 70 on a 100-point grading scale	Class average of less than 70 on a 100-point grading scale	20%
Nutrition	A teacher-created or off-the-shelf assessment measuring student mastery of course content.	Class average of 90 on a 100-point grading scale	Class average of 80 on a 100-point grading scale	Class average of 70 on a 100-point grading scale	Class average of less than 70 on a 100-point grading scale	20%
Alcohol, Tobacco, and Other Drugs	A teacher-created or off-the-shelf assessment measuring student mastery of course content.	Class average of 90 on a 100-point grading scale	Class average of 80 on a 100-point grading scale	Class average of 70 on a 100-point grading scale	Class average of less than 70 on a 100-point grading scale	20%
Sexuality	A teacher-created or off-the-shelf assessment measuring student mastery of course content.	Class average of 90 on a 100-point grading scale	Class average of 80 on a 100-point grading scale	Class average of 70 on a 100-point grading scale	Class average of less than 70 on a 100-point grading scale	20%
Physical Fitness	A teacher-created or off-the-shelf assessment measuring student mastery of course content.	Class average of 90 on a 100-point grading scale	Class average of 80 on a 100-point grading scale	Class average of 70 on a 100-point grading scale	Class average of less than 70 on a 100-point grading scale	20%
TOTAL						100%

Sample projects and unit tests can be obtained through the Educator Portal and/or the Office of Youth Engagement’s Health and Wellness department.

All assessments, student averages, and weights must be approved by the principal or assistant principal. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

TAS Guidance – High School Physical Education (P23/P27)

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS.

For high school Physical Education Courses (P23 and P27), teachers may use the following for TAS:

Category	Assessment Description	Student Performance Required for the Teacher to Earn a...				Weight
		Level 4	Level 3	Level 2	Level 1	
Physical Fitness	The FitnessGram assessment at the beginning and the end of the course (measuring aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition).	90% of students grow in at least 1 of the components of fitness	80% of students grow in at least 1 of the components of fitness	70% of students grow in at least 1 of the components of fitness	Less than 70% of students grow in at least 1 of the components of fitness	30%
Activity Log	A log showing when the student engages in physical activity.	90% of students keep log to required standards	80% of students keep log to required standards	70% of students keep log to required standards	Less than 70% of students keep log to required standards	30%
Written Test or Project	A teacher-created or off-the-shelf assessment that measures student mastery of DCPS content standards.	Class average of 90 on a 100-point grading scale	Class average of 80 on a 100-point grading scale	Class average of 70 on a 100-point grading scale	Class average of less than 70 on a 100-point grading scale	40%
TOTAL						100%

Sample projects and unit tests are available in the Health and Physical Education Resource Guide via the Educator Portal. The recommended Activity Log may be completed using the FitnessGram program.

Teachers and principals should decide on weights depending on the amount of class time teachers have with each group of students. The weights presented above are for example purposes only.

All assessments, student averages, and weights must be approved by the principal or assistant principal. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

TAS Guidance – Music

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS. For music classes, teachers may use the following for TAS:

Category	Assessment Description	Student Performance Required for the Teacher to Earn a...				Weight
		Level 4	Level 3	Level 2	Level 1	
Composition	A teacher-created or off-the-shelf standards-aligned assessment that measures ability to write original musical compositions, as appropriate to course or proficiency level.	Class average of 90 on a 100-point grading scale	Class average of 80 on a 100-point grading scale	Class average of 70 on a 100-point grading scale	Class average of less than 70 on a 100-point grading scale	30%
Performance	A teacher-created or off-the-shelf standards-aligned assessment that measures growth in performance, as appropriate to course or proficiency level. Students are graded at the beginning and the end of the year.	Average growth of 2 points on a 4-point rubric or class average above 3.5	Average growth of 1.5 points on a 4-point rubric	Average growth of 1 point on a 4-point rubric	Average growth of less than 1 point on a 4-point rubric	30%
History and Culture	A teacher-created or off-the-shelf standards-aligned assessment that measures knowledge of musical history, cultural context, and relationships to other subject areas.	Class average of 90 on a 100-point grading scale	Class average of 80 on a 100-point grading scale	Class average of 70 on a 100-point grading scale	Class average of less than 70 on a 100-point grading scale	20%
Analysis	A teacher-created or off-the-shelf standards-aligned assessment that measures knowledge of musical notation, structure, vocabulary, and aural skills.	Class average of 90 on a 100-point grading scale	Class average of 80 on a 100-point grading scale	Class average of 70 on a 100-point grading scale	Class average of less than 70 on a 100-point grading scale	20%
TOTAL						100%

For younger students, composition might be best assessed in non-written ways. For example, the teacher may ask students to sing or play their original pieces. Teachers may also use cameras and recording devices to assess composition or performance, gauging student achievement on rubrics available through the Educator Portal. Exams for history and culture and analysis should include multiple question types including brief constructed responses, should address multiple levels of Bloom’s Taxonomy, and should cover the breadth of content for the course. In elementary classes or ensembles, projects may be used to assess mastery in history and culture and analysis.

All assessments, student averages, and weights must be approved by the principal or assistant principal. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

TAS Guidance – Visual Art

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS. For visual art classes, teachers may use the following for TAS:

Category	Assessment Description	Student Performance Required for the Teacher to Earn a...				Weight
		Level 4	Level 3	Level 2	Level 1	
Student Portfolio	A review of student work samples measuring ability to apply the elements of design, creativity, craftsmanship, and effort.	Class average above 3.5 on a 4-point rubric	Class average above 3 on a 4-point rubric	Class average above 2.5 on a 4-point rubric	Class average below a 2.5 on a 4-point rubric	70%
History and Culture	A teacher-created or off-the-shelf assessment that measures students' knowledge of art history and cultural context.	Class average of 90 on a 100-point grading scale	Class average of 80 on a 100-point grading scale	Class average of 70 on a 100-point grading scale	Class average of less than 70 on a 100-point grading scale	15%
Theory	A teacher-created or off-the-shelf assessment that measures students' knowledge of art vocabulary, techniques, and image identifications and comparisons.	Class average of 90 on a 100-point grading scale	Class average of 80 on a 100-point grading scale	Class average of 70 on a 100-point grading scale	Class average of less than 70 on a 100-point grading scale	15%
TOTAL						100%

For High School/Middle School:

Exams should include multiple question types, brief constructed response and/or essays, and should address multiple levels of Bloom's Taxonomy, focusing on analysis or higher levels; end-of-course exams should include all of the major topics for the course. For the purposes of TAS goals, end-of-year exams must be given in sufficient time that the student average can be presented to the principal or assistant principal by the beginning of June.

For Elementary:

Teachers should consider the course objectives. In many cases, measuring mastery at the beginning and end of the year may be more appropriate for elementary classrooms, for example, when an assessment is given on drawing skills at the beginning of the course, and then re-assessed at the end. Teachers working with grades pre-school through 4 would probably not include History/Culture and Theory in their assessment. Teachers may also devise an assessment that evaluates student creativity, since that is the primary objective for the lower grades.

The above guidance is meant as an example only. Teachers and their administrators should agree on a TAS goal that reflects the course content, objectives, the teacher's assessment techniques and syllabi grading outline. Further guidelines and examples will be available on the Visual Arts page of the Educator Portal.

All assessments, student averages, and weights must be approved by the principal or assistant principal. Please contact impactdcps@dc.gov or 202-719-6553 with questions.



TAS Guidance – World Languages

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS. For world language classes, teachers may use the following for TAS:

Category	Assessment Description	Student Performance Required for the Teacher to Earn a...				Weight
		Level 4	Level 3	Level 2	Level 1	
Listening	A teacher-created or off-the-shelf standards-aligned assessment that measures listening comprehension.	Class average of 90 on a 100-point scale	Class average of 80 on a 100-point scale	Class average of 70 on a 100-point scale	Class average of less than 70 on a 100-point scale	30%
Speaking	A teacher-created or off-the-shelf standards-aligned assessment that measures students' growth in spoken language. The students are assessed at the beginning and the end of the year.	Average growth of 2 points on a 4-point rubric or class average above 3.5	Average growth of 1.5 points on a 4-point rubric	Average growth of 1 point on a 4-point rubric	Average growth of less than 1 point on a 4-point rubric	30%
Reading	A teacher-created or off-the-shelf standards-aligned assessment that measures reading comprehension.	Class average of 90 on a 100-point scale	Class average of 80 on a 100-point scale	Class average of 70 on a 100-point scale	Class average of less than 70 on a 100-point scale	15%
Writing	A teacher-created or off-the-shelf standards-aligned assessment that measures writing in the target language, graded on the DC CAS Constructed-Response Writing Rubric, at the beginning and the end of the year.	Average growth of 3.5 points on the 10-point rubric or class average above 8 at the end of the year	Average growth of 3 points on the 10-point rubric	Average growth of 2.5 points on the 10-point rubric	Average growth of less than 2.5 points on the 10-point rubric	15%
Cultural Awareness	A teacher-created or off-the-shelf standards-based assessment that measures understanding of products, practices, and perspectives of the culture(s) studied.	Class average of 90 on a 100-point scale	Class average of 80 on a 100-point scale	Class average of 70 on a 100-point scale	Class average of less than 70 on a 100-point scale	10%
TOTAL						100%

Listening, reading, and cultural awareness assessments should include multiple question types, including brief constructed response. In elementary school classes, cultural awareness may weigh more and be assessed orally.

All assessments, student averages, and weights must be approved by the principal or assistant principal. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

TAS Guidance – Career and Technical Education (CTE)

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS.

Because of the diversity of CTE subjects and courses, there is no one approach to TAS that can work for all CTE teachers. Teachers and principals should decide on appropriate assessments and appropriate learning goals on those assessments that correspond to demonstrations of exceptional, significant, some, and little learning.

Some courses have industry-recognized technical skills assessments. For these courses, teachers and principals may use passing rates or averages on these industry assessments, and determine learning goals based on prior experience with the assessments.

Other courses have rigorous teacher-created exams. In these cases, average student scores required for a Level 4, 3, 2, or 1 should follow the guidelines in the TAS rubric in the IMPACT guidebook.

In other courses, growth may be the most appropriate approach for TAS. Assessing growth requires a pre-assessment at the beginning of the year. This should be done in the same format and graded using the same rubric as the end-of-year assessment. For these courses, the teacher and the principal should determine learning goals based on average growth on these assessments.

Where applicable, workplace and internship assessments may also be used to measure students' application of course knowledge and skills. The teacher should develop rigorous standards for mastery and growth, possibly in conjunction with the workplace/internship supervisor.

All assessments, student averages, and weights must be approved by the principal or assistant principal. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

TAS Guidance – Special Education

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS. Special education teachers may use the following for TAS:

Category	Assessment Description	Student Performance Required for the Teacher to Earn a...				Weight
		Level 4	Level 3	Level 2	Level 1	
Reading	Assessment that measures student reading progress (see below).	90% of students on caseload achieve reading goals	80% of students on caseload achieve reading goals	70% of students on caseload achieve reading goals	Less than 70% of students on caseload achieve reading goals	50%
Math	Assessment that measures student math progress (see below).	90% of students on caseload achieve math goals	80% of students on caseload achieve math goals	70% of students on caseload achieve math goals	Less than 70% of students on caseload achieve math goals	50%
TOTAL						100%

TAS goals assessed should be specific, measurable, aligned to standards, rigorous, time-bound, and appropriate to the individual student or class. TAS goals for special education students should utilize specific assessments used in the general education classroom with unique targets tailored for each student. These goals should align with the student’s IEP goals. If a teacher opts to use IEP goals for TAS, remember that all TAS goals must be set at the beginning of the year and maintained throughout. TAS goals cannot be changed through the year as IEP meetings occur and goals are revised.

Assessments used may include teacher-created tests, standardized reading assessments such as the TRC or Read180 (for students enrolled in Read180 courses), assessments linked to evidence-based interventions such as the Wilson Reading System, or other off-the-shelf assessments aligned to student goals and DCPS content standards. Guidelines for administration and timeliness of testing instruments must be followed. Use of multiple measures for particular goals is often appropriate.

The above guidance reflects teachers in self-contained classrooms teaching multiple subjects. Teachers who co-teach in one subject area should adapt the TAS guidance document for that subject area as appropriate.

Weighting should be adjusted based on the specific needs of the teacher’s class and/or students. The weights presented above are for example purposes only.

All goals, assessments, student performance targets, and weights must be approved by the principal or assistant principal. Please contact impactdcps@dc.gov or 202-719-6553 with questions.



TAS Guidance – Autism Classrooms

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS. For autism classrooms, teachers may use the following for TAS:

Category	Assessment Description	Student Performance Required for the Teacher to Earn a...				Weight
		Level 4	Level 3	Level 2	Level 1	
Communication	Assessment that measures gains in functional communication (see below).	90% of students achieve communication goals	80% of students achieve communication goals	70% of students achieve communication goals	Less than 70% of students achieve communication goals	20%
Social Skills	Data collection on performance of specified social skills (see below).	90% of students achieve social skills goals	80% of students achieve social skills goals	70% of students achieve social skills goals	Less than 70% of students achieve social skills goals	20%
Reading	Assessment that measures student reading progress (see below).	90% of students achieve reading goals	80% of students achieve reading goals	70% of students achieve reading goals	Less than 70% of students achieve reading goals	20%
Math	Assessment that measures student math progress (see below).	90% of students achieve math goals	80% of students achieve math goals	70% of students achieve math goals	Less than 70% of students achieve math goals	20%
Writing	Assessment that measures student writing progress (see below).	90% of students achieve writing goals	80% of students achieve writing goals	70% of students achieve writing goals	Less than 70% of students achieve writing goals	20%
TOTAL						100%

Goals assessed should be specific, measurable, aligned, rigorous, time-bound, and appropriate to the individual student. Autism assessments should be selected based on each individual student’s needs, present levels of performance, and learning style. Guidance on autism assessments is available from the DCPS Office of Special Education.

Weights may be adjusted based on grade level and the needs of the teacher’s class. For instance, it may be more appropriate to give a heavier weight to communication and social skills in an early childhood class, and a greater weight to reading, math, and writing in a high school class. The weights presented above are for example purposes only.

All goals, assessments, student averages, and weights must be approved by the principal or assistant principal. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

TAS Guidance – English as a Second Language

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS. For teachers of English as a Second Language in grades 1- 12, the Office of Bilingual Education (OBE) suggests that teachers use the WIDA MODEL examination. The WIDA MODEL is aligned with the WIDA English Language Proficiency Standards and the ACCESS for ELLs examination and measures English language proficiency in all four domains. ESL teachers may use the following for TAS:

Category	Assessment Description	Student Performance Required for the Teacher to Earn a...				Weight
		Level 4	Level 3	Level 2	Level 1	
Reading	WIDA MODEL Reading Assessment	70% (or more) of ELLs increase their proficiency level by at least .9	70% (or more) of ELLs increase their proficiency level by at least .6	70% (or more) of ELLs increase their proficiency level by at least .4	70% (or more) of ELLs increase their proficiency level by less than .4	35%
Writing	WIDA MODEL Writing Assessment	70% (or more) of ELLs increase their proficiency level by at least .9	70% (or more) of ELLs increase their proficiency level by at least .6	70% (or more) of ELLs increase their proficiency level by at least .4	70% (or more) of ELLs increase their proficiency level by less than .4	35%
Listening	WIDA MODEL Listening Assessment	70% (or more) of ELLs increase their proficiency level by at least .9	70% (or more) of ELLs increase their proficiency level by at least .6	70% (or more) of ELLs increase their proficiency level by at least .4	70% (or more) of ELLs increase their proficiency level by less than .4	15%
Speaking	WIDA MODEL Speaking Assessment	70% (or more) of ELLs increase their proficiency level by at least .9	70% (or more) of ELLs increase their proficiency level by at least .6	70% (or more) of ELLs increase their proficiency level by at least .4	70% (or more) of ELLs increase their proficiency level by less than .4	15%
TOTAL						100%

The goals listed above are based on the Annual Measurable Achievement Objectives (AMAO) growth targets set by OSSE. The AMAO growth target for 2011-2012 is for 60 percent of ELLs to make .6 level growth on the ACCESS for ELLs examination. OBE used this target as a base for the TAS guidelines. As the WIDA MODEL assessment is aligned with the ACCESS for ELLs, students' ACCESS for ELLs scores from 2011 may be used as baseline data for TAS.

Administrators and teachers may clarify at the beginning of the year which students will be counted for the teacher's TAS score. For instance, if a teacher does not actually work with a certain English Language Learner in the school, this student should not be counted.

The Office of Bilingual Education can provide schools with assistance in obtaining copies of the WIDA MODEL examination and can provide technical assistance on the administration of the WIDA MODEL. OBE can also provide teachers with sample spreadsheets to use to maintain student TAS data for the WIDA MODEL examination. If schools opt not to use the WIDA MODEL, teachers should set goals following the guidelines in the TAS rubric in the IMPACT guidebook.

All assessments, student averages, and weights must be approved by the principal or assistant principal. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

TAS Guidance – Text and Reading Comprehension (TRC)

The purpose of this document is to further explain the TAS guidance provided for elementary classrooms (grades K-5) for schools that opt to use the Text and Reading Comprehension (TRC) assessment. Specific guidance is provided for students performing on grade level at the beginning of the year and those not performing on grade level, with examples of how to score each. The general guidance is as follows:

Category	Assessment Description	Student Performance Required for the Teacher to Earn a...				Weight
		Level 4	Level 3	Level 2	Level 1	
Reading	The Text Reading and Comprehension (TRC) assessment	90% of students increase at least 1 proficiency level OR are at least proficient	80% of students increase at least 1 proficiency level OR are at least proficient	70% of students increase at least 1 proficiency level OR are at least proficient	Less than 70% of students increase at least 1 proficiency level OR are at least proficient	40%

According to this guidance, an increase in “at least 1 proficiency level” does not refer to an increase in reading letter, but an increase from, for example, Below Proficient to Proficient. This is in accordance with the TRC Proficiency levels on mCLASS.

The next page contains further information on how to set goals for students based on their beginning-of-year alpha levels and assuming that the students are entering on grade level. Should a student be entering below grade level, teachers should use the modified goal chart to determine a rigorous goal for the student. Both the TRC Goal Setting Chart and the Modified TRC Goal Setting Chart are based on the TRC Guidelines provided by Wireless Generation.

Principals or assistant principals may still exercise discretion in setting TAS goals related to the TRC, and maintain the final approval for all TAS goals.



Goal Setting for On Grade Level Students

Using the TRC Goal Setting Chart below, teachers can determine the goal for each of their students that enter on **grade level**. The End-of-Year (EOY) Goal Alpha Levels / Grade Level Proficiency correspond to an increase of one proficiency level for the year or the lowest alpha level needed to achieve proficiency within that grade. Using Beginning-of-Year (BOY) Alpha Levels, teachers should identify the goal for each student. Please note that these are the minimum goals that should be set for each student based on their entering level.

TRC GOAL SETTING CHART (On Grade Level)

Grade	Beginning-of-Year Alpha Level	End-of-Year Goal Alpha Level/ End-of-Year Grade Level Proficiency
K	N/A	B
1	PC	F
	RB	I
	B	I
	C or Above	I
2	E	K
	F, G, H	L
	I, J	L
	K or Above	L
3	J	M
	K, L, M	P
	N	P
	O or Above	P
4	L	Q
	M, N, O	S
	P	S
	Q or Above	S
5	P	T
	Q, R	V
	S	V
	T or Above	V

For TAS purposes, teachers will find the percentage of their students that met their End-of-Year Goal Alpha Level/ Grade Level Proficiency. Principals will then score teachers based on the corresponding percentage on the TAS goal listed on the first page.

Examples:

- A fourth grade student entering at an alpha level of P should have the goal of achieving an S alpha level.

Grade	Beginning-of-Year Alpha Level	End-of-Year Goal Alpha Level/ End-of-Year Grade Level Proficiency
4	L	Q
	M, N, O	S
	P	S
	Q or Above	S

- A second grade student entering at an alpha level of E should have the goal of achieving K alpha level.

Grade	Beginning-of-Year Alpha Level	End-of-Year Goal Alpha Level/ End-of-Year Grade Level Proficiency
2	E	K
	F, G, H	L
	I, J	L
	K or Above	L

Goal Setting for Students Below Grade Level

For students performing **below grade level** at the beginning of the year, teachers should take this into account when setting their goals. It is crucial to support these students in accelerated growth. As such, if a below grade level student is at the lowest Beginning-of-Year Alpha Level for a given grade, then she/he should have a goal of reaching the Proficient level for that grade. If she/he is reading on a lower grade level, but not at the lowest alpha level, the goal should be set as the Above Proficient level for that grade. The chart below shows the goals that should be set given students' entering levels.

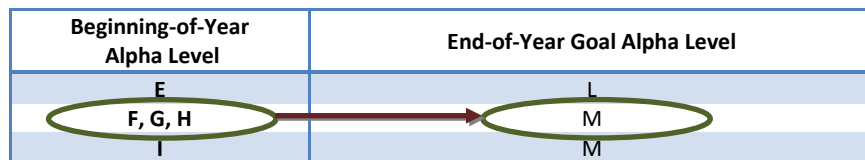
MODIFIED TRC GOAL SETTING CHART (*Below Grade Level*)

Beginning-of-Year Alpha Level	End-of-Year Goal Alpha Level
N/A	B
PC	I
RB	K
B	K
C	K
E	L
F, G, H	M
I	M
J	P
K	Q
L	S
M, N, O	T
P	T
Q or Above	T

Examples:

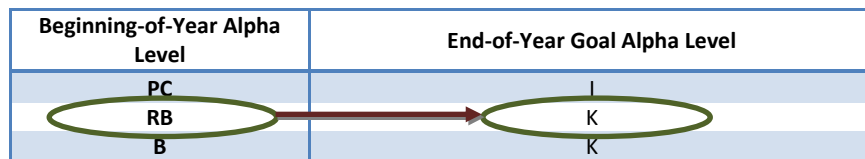
- A **fourth grade** student entering at a G should have the goal of achieving an M by the end of the year.

Beginning-of-Year Alpha Level	End-of-Year Goal Alpha Level
E	L
F, G, H	M
I	M



- A **third grade** student entering at an RB should have the goal of achieving a K by the end of the year.

Beginning-of-Year Alpha Level	End-of-Year Goal Alpha Level
PC	I
RB	K
B	K





TAS Guidance – Using Standards-Aligned Question Banks

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS. Schools with access to online question banks from interim assessment providers such as ANet or other vendors may use those tools to develop assessments. Teachers and principals may opt to use such an assessment for TAS goals and can even give this assessment both at the beginning of the year and the end of the year to measure gains in student achievement.

Teachers and principals should not use the official interim assessments from these vendors for TAS goals. These assessments are paced (each assessment covers only a subset of standards) and therefore, should not be used to measure student achievement growth over the course of the year. (The final paced interim assessment is cumulative, and thus may be used for TAS following the guidance on page 25.)

All assessments, student averages, and weights must be approved by the principal or assistant principal. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

TAS Guidance – Using Paced Interim Assessments

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS.

All schools will have access to Paced Interim Assessments (PIA). (For ANet schools, this will be available in addition to the ANet assessments.) The last PIA will be a comprehensive assessment of grade level standards. Teachers and principals may opt to use the final PIA to measure student mastery in reading or math as their TAS goal. Teachers and principals should use the results of the first PIA, which will be available in early October, to set an appropriate TAS goal. Below are samples of TAS goals for reading and math:

Category	Assessment Description	Student Performance Required for the Teacher to Earn a...				Weight
		Level 4	Level 3	Level 2	Level 1	
Reading	Final Reading Interim Assessment	90% of students are at least proficient	80% of students are at least proficient	70% of students are at least proficient	Less than 70% of students are at least proficient	100%
TOTAL						100%

Category	Assessment Description	Student Performance Required for the Teacher to Earn a...				Weight
		Level 4	Level 3	Level 2	Level 1	
Math	Final Math Interim Assessment	90% of students are at least proficient	80% of students are at least proficient	70% of students are at least proficient	Less than 70% of students are at least proficient	100%
TOTAL						100%

The above examples are for teachers of either reading or math should they opt to use PIA for TAS goals. For teachers covering both contents, both final paced interim assessments may be used and the weights adjusted accordingly. Teachers and principals may also decide to create additional TAS goals to accompany the TAS goal on the final PIA.

For ANet schools, teachers and principals may opt to use the guidance on interim assessment question banks included on page 24.

All assessments, student averages, and weights must be approved by the principal or assistant principal. Please contact impactdcps@dc.gov or 202-719-6553 with questions.

Rubrics for DC CAS Constructed-Response Item: Writing

Teacher-Assessed Student Achievement Data (TAS) is a measure of student learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS. For subjects in which writing assessments are used, teachers may opt to score the writing samples using the DC CAS Constructed-Response Item Writing Rubric below. Teachers should create TAS goals that reference specific achievements within the rubric areas of topic/idea development and Standard English conventions.

Topic/Idea Development

Score	Description
6	<ul style="list-style-type: none"> Rich topic/idea development Careful and/or subtle organization Effective/rich use of language
5	<ul style="list-style-type: none"> Full topic/idea development Logical organization Strong details Appropriate use of language
4	<ul style="list-style-type: none"> Moderate topic/idea development and organization Adequate, relevant details Some variety in language
3	<ul style="list-style-type: none"> Rudimentary topic/idea development and/or organization Basic supporting ideas Simplistic language
2	<ul style="list-style-type: none"> Limited or weak topic/idea development, organization, and/or details Limited awareness of audience and/or task
1	<ul style="list-style-type: none"> Limited topic/idea development, organization, and/or details Little or no awareness of audience and/or task

Standard English Conventions

Score	Description
4	<ul style="list-style-type: none"> Control of sentence structure, grammar and usage, and mechanics (length and complexity of essay provide opportunity for student to show control of standard English conventions)
3	<ul style="list-style-type: none"> Errors do not interfere with communication and/or Few errors relative to length of essay or complexity of sentence structure, grammar and usage, and mechanics
2	<ul style="list-style-type: none"> Errors interfere somewhat with communication and/or Too many errors relative to the length of the essay or complexity of sentence structure, grammar and usage, and mechanics
1	<ul style="list-style-type: none"> Errors seriously interfere with communication AND Little control of sentence structure, grammar and usage, and mechanics