WDE

District Assessment System Guidebook



Wyoming Department of Education

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Introduction

The Wyoming Department of Education (WDE) is committed to ensuring that all districts receive guidance to support the development of a robust and balanced assessment system that will meet student needs, accreditation and accountability requirements, and improve student proficiency on Wyoming Content and Performance Standards (WYCPS) and Wyoming Extended Standards (WYES). Assessment systems are balanced when the various assessments in the system are coherently linked through a clear specification of the learning targets, they comprehensively provide multiple sources of evidence to support educational decision-making, and they continuously document student progress over time.

School districts are required to submit evidence of a District Assessment System (DAS) annually through the accreditation process. DAS evidence should demonstrate compliance with State Statute and Department of Education Rules and Regulations with the ultimate goal of increasing student proficiency and meeting the goals of college, career, and military ready.

Purpose/Goal

The goal of the K-12 DAS is to ensure equity of opportunity for students by demonstrating alignment of district assessments to WYCPS, in all ten content areas, and the WYES for students with the most significant cognitive disabilities. The DAS should be designed and implemented so that inferences pertaining to equity of educational opportunity are supported by outcomes as measured by the assessment system. The goal includes a need to establish a robust system of assessment and instruction to improve student proficiency on WYCPSand ultimately graduate from high school college, career, and military ready.

Components of a Balanced Assessment System

According to the National Task Force on Assessment Education for Teachers, "Assessment is the process of gathering evidence of student learning to inform education-related decisions."

1. State Assessments: Standardized assessments that the state requires districts/schools to administer. These assessments are typically used for school and program accountability and/or evaluation.
2. District Assessments: Specific assessments that districts require schools to administer. Examples are: common assessments, end of course assessments, final examinations, and end of unit assessments. District assessments can include formative, interim, and summative. These assessments are typically used to evaluate student learning of targeted knowledge and skill across the school district and inform student services and placement decisions.
3. School Assessments: These are assessments that a school requires. These include grade-specific common assessments, end of course assessments, final examinations, or end of unit tests. School assessments can be formative, interim, or summative. These assessments are typically used to evaluate student learning and monitor student progress throughout the school year.
4. Classroom Assessments: These are assessments that classroom teachers select or develop and administer. Examples may include pre-tests, end of chapter tests, performance assessments, quizzes, and informal checks for understanding. These assessments can be formative, interim, or summative.

5. Grades: Grades, when aligned with assessment scores, indicate the level of proficiency on any given standard.

The purpose of assessment is to monitor and improve student learning during the learning process and involve students in the ongoing assessment of their learning.

- Evaluation - of student knowledge and curriculum.
- Prediction - of student performance.
- Diagnosis - of student learning and curriculum.
- Instruction - need for changes.

In a high functioning DAS, the five components of the DAS work together in a system that is comprehensive, coherent, continuous, efficient, and useful. In such a system, assessments provide a variety of evidence to support educational decision making. Assessment at all levels would be linked back to the same underlying model of student learning and would provide indications of student growth over time. These multiple pieces of evidence demonstrate alignment throughout the DAS when all point in the same direction. If alignment is not evident, the DAS should be reviewed, and possibly, revised. Correlation should be evident:

- Are assessments aligned to standards?
  - Is instruction aligned to standards?
- Are assessments at appropriate rigor?
  - Is instruction at appropriate rigor?

Various Forms of Assessment

	FORMATIVE	INTERIM	SUMMATIVE
Administration	Quick, informal, and frequent.	Formal and periodic.	Formal and end of learning period.
Purpose	Informs teacher and student of progress toward proficiency; provides a variety of evidence.	Tracks student knowledge and progress; provides a variety of evidence.	Evaluates learning by providing a cumulative snapshot of a student, groups of students, classrooms, and entire school.
Use	Used to make immediate instructional decisions.	Used to determine what learning objectives have been mastered, what needs to be addressed next, and what needs more attention.	Used to make decisions about classroom, school, and district curriculum and professional development.
Examples*	Pre/post-tests, teacher observations, mid-unit assessment, and ticket out the door.	Universal screener and end of unit.	End of year, end of unit, end of course, and final projects.

Alignment to Content and Performance Standards

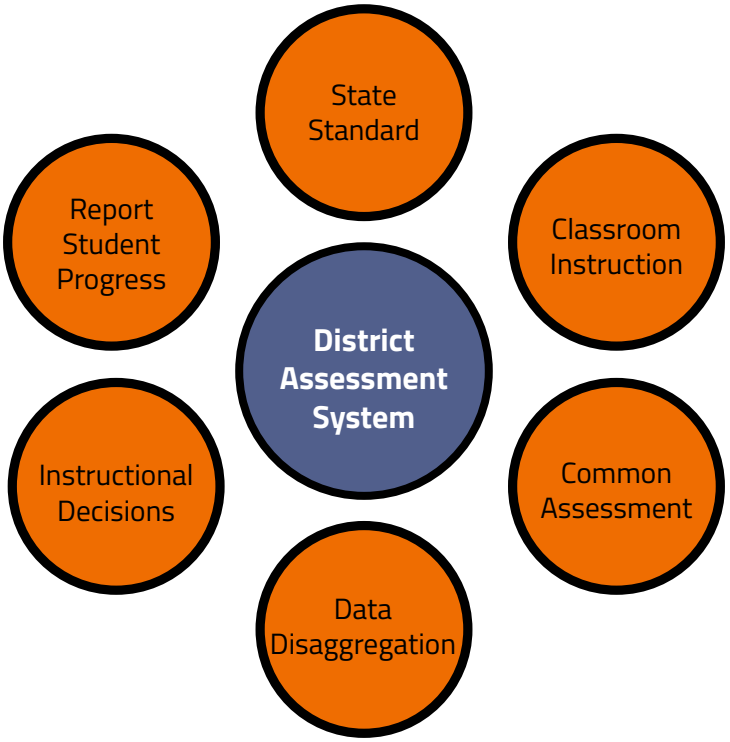
The DAS must be aligned with the WYCPS and WYES, both in terms of content and cognitive complexity, within three three full school years following State Board adoption of revised standards. Districts will attest to this three-year implementation requirement as part of the WDE assurance statements submitted annually. The following table represents the required implementation timeline.

YEAR ADOPTED	CONTENT STANDARD	IMPLEMENTATION DEADLINE	ASSESSMENT REQUIRED
2012	Language Arts	Fully implemented.	Yes DAS/SAS
2024	Math	On or before the first day of school 2025-2026.	Yes DAS/SAS
2024	Science	On or before the first day of school 2025-2026.	Yes DAS/SAS
2018	Social Studies	Fully implemented.	Yes
2024	Health	On or before the first day of school 2026-2027.	Yes
2024	Physical Education	On or before the first day of school 2026-2027.	Yes
2013	Foreign Language (World Language)	Fully implemented.	Yes
2024	Fine and Performing Arts	On or before the first day of school 2026-2027.	Yes
2014	Career/Vocational Education	Fully implemented.	Yes
2024	Computer Science	On or before the first day of school 2026-2027.	Yes

District Assessment System Cycle

The DAS cycle is continuous to ensure that students are learning the standards to a proficient level. The DAS process should be reviewed and updated whenever a change is made to state standards, or annually to ensure that assessments are gathering correct information.

- The Wyoming State Board of Education revises WYCPS and WYES in all ten content areas regularly. Once the standards have been revised and updated, the district begins at the top of the DAS cycle.
- The district reviews the content standards, determines their essential learning objectives, and aligns their curriculum and instruction. Reduced standards eliminate the need to prioritize standards further.
- The district develops common assessments of the performance standards for administration to students. These assessments will be administered in a common format to all students. The assessments must be developed to measure student proficiency and maintain and assess the cognitive level at which the standards are written.
- The district must form a data disaggregation process used to determine the level of proficiency for the school, groups of students, and the individual students. The process will be used to further actions taken instructionally for the standard. Students should be given multiple opportunities to show proficiency on a standard.
- Instructional decisions will be made for the school, groups of students and individual students. These instructional decisions may involve changes in curriculum or resources, re-teaching of materials to groups or individual students, and enrichment or extensions for groups or individual students.
- Once an assessment or unit is considered complete, the district will report the results to the student, parents or Board of Trustees, as appropriate.



Components of the District Assessment System Review

Wyoming Statutes 21-3-110 (a)(xv) and 21-3-110 (a)(xxiv) require DASs to be aligned with the WYCPS and WYES The review will be part of the district accreditation process and will take place in the following ways:

- DAS assurances annually by the district by November 1.
- DAS plan submitted annually by the district.
- On-site accreditation external review every five years.

Note: the DAS may be reviewed more frequently in districts with schools receiving a 'not meeting expectations' performance rating through the Wyoming Accountability in Education Act as a component of the Statewide System of Support (SSOS) per W.S. 21-2-204(h)(vi).

District Assessment System Minimum Requirements

- The WYCPS and WYES are taught and assessed in all content areas (Chap. 6, Sec. 5 (j)) and (Chap. 6, Sec. 5 (k)(i)).

All districts are required to provide a guaranteed and viable curriculum. WYCPS and WYES must be taught and assessed in all content areas and all grade levels, unless the standard is in a grade band, and then will be assessed during the grade band.

What does this mean? The DAS should provide a teaching and assessing system indicating at which grade level standards are taught and assessed. Standards which are grade band standards only need to be assessed during the grade band.

Examples: Teaching/assessing matrix, pacing guide, lesson plans, standards based report cards.

- The DAS must be aligned to the state standards within three full years of the Board approving a standard. W.S. 21-2-304 (a)(iv) districts shall ensure that their aligned DAS produces student performance levels relative to the state standards. (Chap. 31, Sec. 5 (b)(i)) and (Chap 31, Sec. 5 (b)(i)(A)).

The Wyoming State Board of Education (SBE) is the decision making authority that determines what is included within the WYCPS and WYES. The SBE reviews WYCPS and WYES in a nine year cyclical manner. Districts must have a procedure to align curriculum and assessment to revised standards within three full school years of a WYCPS and WYES revision. This procedure should include the content and grade span alignments. Determining how the content will be delivered is a district and school level decision, but alignment must be evident.

What does it mean? The district should develop a long range plan with dates that coordinate with the SBE's timeline for WYCPS and WYES review. Revised standards should be operational within three full years following SBE adoption of new standards. The plan should include processes to periodically align content in grade levels and across grade levels. The process should also contain a procedure to align cognitive levels of instruction and assessment that match the WYCPS and WYES. Additionally, a comparison of the measure of alignment is to compare district common assessment scores with state assessment scores to ensure the expectations for student performance are consistent.

Examples: District plan for review and revision, evidence of alignment of district instruction/assessment of cognitive level and WYCPS and WYES, evidence of alignment of district grades/scores and state assessment scores, bias review of items, and inter-rater reliability procedure.

- Each district will host an on-site external review of the district and schools within the district at least once every five (5) years with the purpose of reviewing selected accreditation criteria, including the DAS. W.S. 21-2-304 (a)(iv) (Chap. 6, Sec. 4 (a)(i)(iii)).

Districts will host an on-site external peer review visit once every five years. During the peer review visit, a member of the WDE staff and the peer review team lead will review the DAS with appropriate district staff. *See page 14 for criteria

- The assessment system is continuously refined and updated by the district and is formally reviewed every five years by the WDE. A district containing schools that are designated as partially meeting expectations or not meeting expectations under W.S. 21-2-204(f)(i) may have its DAS reviewed more often as deemed appropriate by the State Board of Education. (Chap. 6, Sec. 5 (j)) and (Chap. 31, Sec. 5 (b)(iii)).

The district will develop a process to cyclically review and refine the DAS in a continuous action. Through the SSOS, districts with schools designated as accredited with support may review the DAS with the district representative and WDE designated staff member during School Improvement Planning (SIP) at regular intervals.

What does it mean? The DAS may be reviewed with a member of the WDE SSOS team during regular SIP visits. Possible topics for review include alignment of assessments with standards, inter-rater reliability, bias review of assessment items, alignment of cognitive level of instruction and local assessment with standards, and correlation of district grading with state assessment scores.

Examples: Document outlining process for alignment of standards and rigor, reports indicating grading scores matched with district and state assessment scores, and samples of learning targets that match standard rigor and cognitive level.

- Districts shall ensure that their aligned DAS provides every student with multiple opportunities to demonstrate proficiency on the performance standards through the DAS and to demonstrate what the student understands, knows and can do. The district must verify students receive appropriate and targeted supports for student success. (Chap. 10, Sec. 2 (d)) (Chap. 31, Sec. 5 (b)(i)(C)).

Through the DAS and the student information system, students will show progression towards proficiency on the standards. Students who have not mastered the standard will be provided more opportunities to demonstrate what they know and are able to do. Multiple opportunities may be assessed at different times and in different ways. Additionally, the DAS and student information system will provide information to allow for targeted support to ensure students reach proficiency on standards. The district utilizes reports to the students, parents, classrooms, schools, and district so that all stakeholders understand the progression of knowledge and where the student, classroom, school and district are in the progression and the level of knowledge they are expected to master. Reports should incorporate reporting principles, be clear and concise, accessible, accurate and relevant, timely, and protect the privacy of the individuals.

What does it mean? Districts and schools must offer students multiple opportunities to prove proficiency on assessed standards. These opportunities can be provided in a variety of ways. Following re-teaching, students may re-take a similar assessment, take an assessment with a different delivery method (for example: oral response rather than written) as long as it doesn't change the construct of the standard or re-take the same assessment. Ultimately, students must be accorded additional opportunities if not proficient on the final assessment and given more opportunities to show what they know and are able to do. Appropriate and targeted support must be a component of the process as students have another opportunity to learn the content and demonstrate their knowledge level.

Examples: Samples of second attempt assessments, listings of IEP accommodations, assessments with more than one iteration, interventions–both short and long term, data progress sheets, PLC/data team protocols, instructional strategies, and remediation procedures. Standards based reports to parents, reports generated to indicate level of proficiency, data progress sheet, and graduation pathways.

- The district has a process in place to ensure its DAS is aligned to the state standards in both content and cognitive complexity. The district shall ensure that their aligned DAS produces student performance levels relative to the state standards. The district shall ensure that their aligned DAS measures the knowledge or skill for the appropriate grade level and content. (Chap. 31, Sec. 5 (b)(i)) and (Chap. 31, Sec. 5 (b)(i)(A)(B).

During the DAS review process, the district will illustrate how assessments measure the level of knowledge that is aligned to the level of knowledge evident in the standard. If results on assessments don't match state assessments, rigor, instruction and local assessments do not match the rigor and cognitive levels on state assessment. Districts whose state assessment scores are not correlated with student achievement on WYCPS, WYES, and district assessments will review processes of formative instruction and assessment. The district can start with the end in mind regarding what students need to know and be able to do and the level of rigor with which students must demonstrate mastery. The writing of proficiency scales is one method to align standard rigor language and district curriculum and assessment language.

What does it mean? The district will have a clearly delineated process or model demonstrating alignment of student grades and district assessment scores with state standards and state summative assessment scores.

Examples: Process and procedures for alignment study, standard based report card, reports, or data showing alignment of scores.

- The district reading assessment and intervention plan includes multi-tiered supports, a screening program, progress monitoring, individual student reading plans, and individual school plans. For the purpose of detecting signs of reading difficulties including, but not limited to, dyslexia or other reading deficiencies, school districts will use a WDE approved screening instrument or instruments. (Chap. 6, Sec. 5 (l)(ii)) and (Chap. 56, Sec. 3 (a)).

Districts will follow all WDE rules and regulations regarding early literacy assessment and targeted supports.

What does it mean? The approved district literacy plan is embedded in the DAS.

Examples: Early Literacy Plan.

- Any public school student deemed by his or her school district to be an eleventh-grade student anytime during the same school year as the statewide test and who will be under the age of twenty-one (21) as of the statewide testing date shall be required to take either the single college entrance examination (ACT) or job skills assessment test (WorkKeys) on (1) time at no cost to the student. Students shall make the determination whether to take the ACT or WorkKeys assessment. Students may seek guidance from high school counselors in making this determination. (Chap. 40, Sec. 5) (Chap. 40, Sec. 6 (b)).

Districts will develop a process to assist students with the determination which assessment best fits their post-secondary needs. The process can include a student success plan that the student and school staff have developed during the students secondary education.

What does it mean? Districts and schools have a process to provide guidance to high school students to help determine which college and career ready assessment best fits the post graduate plans.

Examples: Student success plan, individual student blueprints, student testing sign ups, and procedure for testing sign ups.

- The district determines successful completion through a DAS. Evidence of proficient performance on the DAS, which includes all courses taken for the attainment of a high school diploma. Proficient performance shall be evidenced by successful completion of courses included in a district's assessment system that are aligned to and include the state standards. (Chap. 31, Sec. 4 (a)(iii)(A)(B)).

The district will provide a Student Information System (SIS) that continually tracks student performance on proficiency toward all standards. The SIS informs the student, parent, classroom teacher, and district about student progress toward graduation. Compilations of data will also inform the teachers, school, and district on overall school and district performance.

What does it mean? The district or school will provide a systematic structure to provide information on student achievement on all standards and progress on district graduation requirements.

Examples: District process for communication of student proficiency to students, parents and stakeholders, parent access to student grades, parent/teacher conference format, data progress sheet, graduation pathways, and student success plan.

Annual District Assessment System Assurances

Annually district superintendents will provide attestation through a YES or NO response that:

- The district has an assessment system used to measure and monitor student performance on the Uniform Content and Performance Standards in all areas. (W.S. 21-2-304(a)(iv); W.S. 21-3-110(a)(xxiv); W.S. 21-3-110(a)(xxxiv); W.S. 21-2-204(b)(iv-v).
- The DAS is approved through a department review process every five years. (W.S.21-2-202(a)(xxxvi); W.S.21-3-110(a)(xxiv).
- The district has a process to ensure that the assessment system is aligned with the refined and revised Uniform Content and Performance Standards within three (3) full school years following adoption of revised standards by the state board. (W.S. 21-2-304(a)(iv)).
- The district meets all reporting requirements associated with the DAS. (W.S. 21-3-110(a)(xv); W.S. 21-2-304(a)(iv); and W.S. 21-3-110(a)(xxiv)).

Annual District Assessment System Plan

Annually district superintendents will submit to the WDE an assessment system plan that answers the questions below:

1. Assessment System Overview
    - Assessment Definition: What is your district definition of assessment? What is the current understanding and use of common assessments in your schools?
    - Assessment Purposes: At what levels(s) are assessments administered for each content area? What is the purpose of the assessments at each level? The purpose of assessment is to monitor and improve student learning during the learning process and involve students in the ongoing assessment.
    - Alignment Process: How does the district ensure curriculum, assessment, and instruction are aligned with WYCPS and [illegible]SSs in terms of content and cognitive complexity across content areas? What process does the district have to ensure alignment with the WYCPS revised changes within three school years?
    - Common Assessments: Which, if any, school or cross-district grade level or content area teams develop and use common assessments?
        - When do these teams meet?
        - How do these teams decide the essential learning for which to develop common assessments?
        - How are they administered?
        - How do teams ensure common grading across schools/classrooms?
        - How are the results used?
        - How are common assessments reviewed for validity, reliability, and fairness?
    - Assessment Development Process: What steps are followed in the uniform development of classroom and school-level assessments?
    - Assessment Technical Quality: How are assessments reviewed for validity, reliability, and fairness?
    - Assessment Examples: Please provide a link to an electronic copy of a high quality, local teacher-developed assessment for each content area that includes standards being assessed.

- Classroom Formative Assessment: What practices related to classroom formative assessment and feedback are encouraged by leadership? What training does instructional staff receive related to these formative instructional practices?

2. Student Performance
   - Proficiency: How is proficient performance determined?
   - Multiple Opportunities: Are students provided multiple opportunities to demonstrate proficiency on a standard? What does that look like?
   - Interventions: What processes or supports are in place to support students that have not demonstrated proficiency? Are students required or invited to participate?
   - Accommodations: What accommodations or modifications are provided to students with disabilities or EL learners? When are accommodations and modifications allowed or not allowed?
   - Extensions: What processes or supports are in place to extend the learning for students who are already proficient?
3. Grading and Reporting
   - Grading: What is your district approach to grading? Explain how levels of proficiency can be ascertained from the grades. How are grades reported to students and parents?
   - Data Collection and Use: How does the district collect and use data related to levels of student performance on the WYCPS?
4. High School Graduation
   - Course Requirements: What is the district graduation policy? How is proficiency on the WYCPS incorporated into the graduation requirements? Please provide a link to the policy or a copy of the policy.
5. Evaluation Process
   - DAS Evaluation: How does the district evaluate the effectiveness of the assessment system? What are the results of the evaluation?

Districts participating in the SSOS that have a Wyoming Accountability in Education Act score of not-meeting expectations may review the DAS with a member of the WDE SSOS team. (W.S. 21-2-204(h)(vii))

Five-Year District Assessment System Review

The purpose of the DAS review is to interview leaders and staff to clarify district assessment processes and determine the level of implementation of the DAS plan.

District Assessment System Rubric

Chapter Rules	DAS	Criterion (definition)	Guiding Questions	Examples of Evidence
(Chap 6, Sec 5, (j)) (Chap 6, Sec 5 (k) (i))		Content and Performance Standards are taught and assessed. "Performance Standards" means the standards all students are expected to learn and be assessed on through the DAS by the end-of-the grade level or grade band. These specify the specific degree of understanding or demonstration of the knowledge and/or skill for a particular content standard, describing "How good is good enough?" The district has a coherent approach, model, or system for aligning curriculum, assessment, instruction, learning support, and other aspects of the instructional program. OR, through a balanced student assessment system, the district verifies that WYCPS are taught and assessed in all content areas in accordance with State Board of Education requirements. Assessment results are used to set goals, make instructional decisions, and monitor student progress. The assessment system is continuously refined and updated by the district, and is formally reviewed every five years by the Department. The implementation of the DAS may be reviewed more frequently by the Department or the district school improvement representative for schools that are partially meeting or not meeting expectations.	Has the district developed an assessment plan to encompass district and state standards to increase student proficiency on district and state standards?	An assessment map or some other method of documentation that portrays the ways in which all ten content and performance standards are taught and assessed by the system of assessments.

Chapter Rules	Alignment	Criterion (definition)	Guiding Questions	Examples of Evidence
(Chap 31, Sec. 5 (b) (i)) (Chap 31, Sec. 5 (b) (i) (A))		The DAS must be aligned to the state standards within three (3) full years of the Board approving a standard. Districts shall ensure that their aligned DAS produces student performance levels relative to the state standards.	Has the district used a process to align standards with instruction and assessment? Does the process include a procedure to ensure student performance levels match those of the standards?	A plan or process to update the assessment system. The process contains evidence that student performance is relative to performance on state standards.
Chapter Rules	**Review**	**Criterion (definition)**	**Guiding Questions**	**Examples of Evidence**
Chap 6, Sec 4(a)(i) (iii)		Each district will host an on-site external review of the district and schools within the district at least once every five (5) years with the purpose of reviewing selected accreditation criteria, including the DAS. This includes a review of the assessment system by the Department, and may include a review of other aspects of the district system by the Department, or an external systems review by a Department-approved third-party vendor.	Does the district have a plan that includes artifacts for the different facets, i.e. alignment, continuous review, performance levels, student information systems, etc?	A complete assessment system plan available for the Department's and external review team including the district process for continuously refining and updating the assessment system plan.
(Chap 6 Sec 5 (j)) (Chap 31, Sec. 5 (b) (iii))		The assessment system is continuously refined and updated by the district, and is formally reviewed every five (5) years by the Department. In conjunction with district accreditation, a district's assessment system shall be subject to review and approval by the State Board of Education at least once every five (5) years. A district containing schools that are designated as partially meeting expectations or not meeting expectations under W.S. 21-2-204 (f)(i) may have its DAS reviewed more often as deemed appropriate by the State Board of Education.	What is the district process to continuously refine and update the assessment system?	

Chapter Rules	Multiple Opportunities	Criterion (definition)	Guiding Questions	Examples of Evidence
Chap 10, Sec 2 (d)			Can your district and teachers guarantee students have multiple opportunities to prove proficiency on district and state standards?	A Student Information System containing evidence of multiple opportunities for students to prove proficiency on the district assessments.
Chap 31, Sec 5 (b) (i)(C)		Districts shall ensure that their aligned DAS provides every student with multiple opportunities to demonstrate what the student understands, knows, and can do.		
Chapter Rules	**Monitor Student Progress**	**Criterion (definition)**	**Guiding Questions**	**Examples of Evidence**
(Chap 6, Sec. 5 (l)) (Chap 31, Sec 5 (b) (ii))		The district has a process in place to regularly monitor student performance in order to determine progress toward the attainment of knowledge and skills aligned to the state standards. Assessment results are used to monitor student progress and assign students in need of intervention to multi-tiered supports.	How does your district use the Student Information System or dashboard to determine progress toward proficiency on the state standards? Does this system also monitor student progress in need of intervention and supports as needed?	A Student Information System or a defined process containing evidence of monitoring student progress towards proficiency on the district assessments.

Chapter Rules	Performance Level	Criterion (definition)	Guiding Questions	Examples of Evidence
(Chap 31, Sec 5 (b)(i)) (Chap 31, Sec 5 (b)(i) (A)(B))		The district has a process in place to ensure its DAS is aligned to the state standards in both content and cognitive complexity. Districts shall ensure that their aligned DAS produces student performance levels relative to the state standards. Districts shall ensure that their aligned DAS measures the knowledge or skill for the appropriate grade level and content.	Does your DAS contain a process to validate the assessed level of cognitive learning that matches the cognitive and complexity level on the standard?	A process or defined plan demonstrating cognitive level responses match district and state standards content and cognitive complexity.
Chapter Rules	**Reading Assessment**	**Criterion (definition)**	**Guiding Questions**	**Examples of Evidence**
(Chap 31, Sec 5 (b)(i)) (Chap 31, Sec 5 (b)(i) (A)(B))		The district reading assessment and intervention plan includes multi-tiered supports, a screening program, progress monitoring, individual student reading plans, and individual school plans. For the purpose of detecting signs of reading difficulties including, but not limited to dyslexia or other reading deficiencies, school districts will use a WDE approved screening instrument or instruments.	How does your Literacy Plan integrate into the DAS process of demonstrating progress toward proficiency in reading?	Literacy plan.

Chapter Rules	Entrance Exam/ Job Skills Test	Criterion (definition)	Guiding Questions	Examples of Evidence
(Chap. 40, Sec. 5) (Chap 40, Sec 6 (b))		Any public school student deemed by his or her school district to be an eleventh-grade student anytime during the same school year as the statewide test and who will be under the age of twenty-one (21) as of the statewide testing date, shall be required to take either the single college entrance examination (ACT) or job skills assessment test (WorkKeys) one (1) time at no cost to the student. Students shall make the determination whether to take the ACT or WorkKeys assessment. Students may seek guidance from high school counselors in making this determination.		Plan or process to administer ACT and WorkKeys assessments, and to determine which assessment each student will receive.
Chapter Rules	**High School Diploma**	**Criterion (definition)**	**Guiding Questions**	**Examples of Evidence**
Chap. 31, Sec 4 (a)(iii) (A)(B)		The district determines successful completion through a DAS. Evidence of proficient performance on the DAS, which includes all courses taken for the attainment of a high school diploma. Proficient performance shall be evidenced by successful completion of courses included in a district's assessment system that are aligned to and inclusive of the state state standards.		Student success plan or graduation plan–could be a final report card or transcript.