

TWI Student and Program Assessment

In Tigard-Tualatin School District, assessment results are analyzed by teachers and administrators to shape and monitor overall program effectiveness, track individual student growth and group growth, and will be shared with appropriate audiences. Results are interpreted as outlined by the Two-Way Immersion goals, and reflect progress of the students in both language proficiency as well as academic achievement in both languages. District, state or national assessments are administered in the language of instruction if available. District progress monitoring tools that are used in English-only classrooms are used in both English and Spanish with Two-Way Immersion students. See table below for program evaluation tools.

TWI leadership will communicate important data about student performance, progress along pathways, and effectiveness of the program as a whole to parents, district administrators, and the community.

Parents can access data on their individual child/children by attending parent-teacher conferences, meeting with their child’s teacher and reviewing their child’s progress report.

Grade Level	Assessment	Date	Purpose
K-5	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (English) Indicadores Dinámicos del Éxito en la Lectura (IDEL) (Spanish)	Fall Winter Spring	Monitor progress in both Spanish and English Reading Skills
K-1	Easy CBM (Curriculum-based measure)	Kindergarten- Winter 1st- Fall	Spanish Syllable sounds measure
K	Oregon Kindergarten Assessment	Fall Kindergarten	English assessment early skills
3-8	Daze (English) Maze (Spanish)	Fall Winter Spring	Monitor reading comprehension growth in Spanish and English
K	Pre-LAS Español (Language Assessment Scales)	Fall	Initial Spanish language proficiency measure
2, 5, 8, 10	LAS Links Español (or replacement Spanish Language Assessment)	Spring	Monitor Spanish Language Proficiency Development
3-12	English Language Arts SBAC (Smarter Balanced Assessment Consortium) (State requirement)	Spring	Academic Assessment in English for all students

3-12	Mathematics SBAC (State Requirement)	Spring	Academic Assessments (Spanish and English side-by-side) for all students
K-12	English Language Proficiency Assessment-21st century (ELPA21) (State Requirement)	Winter	English Language Development (EL-identified students only)
5-12	Oregon State Assessment System (OSAS) Science testing (State Requirement)	Spring	Bilingual
K-12	Writing assessments	As designated by district	Monitor writing progress in language of instruction

When assessment results indicate the need for academic interventions, the goals of biliteracy, bilingualism, and multicultural awareness will be central in the decision-making process.

Concerning reading interventions:

1. The core instruction and intervention support will be first in Spanish for all Two-Way Immersion students.
2. All reading interventions will be in Spanish as long as Spanish is the sole language of instruction for core reading.
3. After core reading instruction in English begins, students scoring below the Spanish intervention criteria will continue to receive Spanish reading interventions.
4. After core reading instruction in English begins, students scoring above the Spanish intervention criteria but below the English intervention criteria will receive English interventions.
5. Intervention decisions will allow for an expected and acceptable lag in English literacy as compared to Spanish Literacy in Two-Way Immersion programs.
6. Current grade level materials will be used for screening.

Details on district protocol, decision rules, and intervention options are available in the Effective Behavior and Instructional Support Handbook, and are monitored annually for effectiveness in meeting student needs.