

## End of the Year Assessments/Licensed Teacher Expectations

It is expected that the teacher providing an End of the Year Assessment (EOYA) will review the student's Minimum Course of Study (MCOS) and the student's content knowledge and/or skills in each subject area covered during the school year. An assessment must include a face-to-face meeting with the child. An individual progress assessment for each student must reflect whether or not the student is making progress commensurate with his/her age and ability in each subject area of the MCOS. The student should demonstrate, during the face-to-face meeting, his/her skill in reading, writing, and math unless the teacher is confident of the child's abilities in these areas based on prior contact with the child or current review of the student's work.

### The EOYA letter must include:

#### 1. Student Information:

- a. the student's name,
- b. the student's age,
- c. the parent(s) name(s),
- d. the parent(s) address(es), and
- e. whether or not the student has a known or suspected disability.

**Students with or suspected of having a disability:** For students with disabilities, the home study statute requires an adapted curriculum to assist the child in making progress commensurate with the student's age and abilities in each subject area. The adapted curriculum should also factor in any limitations resulting from the disability. The teacher should indicate that he/she has been made aware of an existing disability and of adaptations that were made to the minimum course of study

2. **Assessor Information:** teacher's name, phone number address and email address (if applicable).
3. **Assessment Information:**
  - a. Include the date of assessment and
  - b. school year being assessed.

- c. Describe the method(s) of assessment. This may include results of on the spot testing, review of standardized test results, review of the portfolio of the student's work, demonstration of skills, etc.
4. **Evaluation:** The teacher should render his/her professional opinion as to whether progress commensurate with the child's age and ability was made in each area. Please describe this progress in terms of skills and/or content knowledge. Each area should contain some specific comments regarding content acquired or skills practiced by the student during this school year.

If the teacher has concerns, he/she should identify the concerns to the parent and discuss ways to improve progress. If the teacher does not see progress commensurate with the child's age and ability, a disability may be emerging or it may have gone undetected. The teacher should indicate whether or not he/she has concerns with this lack of progress and that he/she has addressed these concerns with the parents. This is an important part of an assessment and the presence of a disability or suspected disability does not mean that the child cannot be homeschooled. The Agency of Education provides technical assistance to parents of homeschoolers with disabilities.

5. **Validation:** Include the teacher's signature and the date of letter.

**For the teacher's reference, the areas of the MCOS are:**

- a. Basic Communication skills, including, reading, writing
- b. Basic Communication skills mathematics
- c. Citizenship, History, and Government in Vermont and the United States
- d. English, American and other literature
- e. Natural Sciences
- f. Physical Education
- g. Comprehensive Health Education including the effects of tobacco, alcoholic drinks, and drugs on the human system and on society
- h. Fine Arts

## Examples of Standardized Achievement Tests for EOYA

Please keep in mind that the results of these assessments may not cover all content areas from the MCOS thus additional documentation may be required.

- ☐ Typically, health is covered in the science section
- ☐ Physical education, Fine Arts and Literature **are not covered** on the achievement tests.
- ☐ Some version of the CAT tests only cover Language Arts and Math.
  1. American College Testing (ACT)
  2. California Achievement Test (CAT)
  3. General Educational Development (GED)
  4. Iowa Tests of Achievement and Proficiency (ITAP)
  5. Iowa Tests of Basic Skills (ITBS)
  6. Kaufman Test of Education and Achievement, Third Edition (KTEA-3)
  7. Key Math Revised
  8. Metropolitan Achievement Test 8 (MAT 8)
  9. Peabody Individual Achievement Test Revised (PIAT-R)
  10. Scholastic Aptitude Test (SAT)
  11. Stanford Achievement Test (SAT)
  12. Terra Nova
  13. Test of Achievement and Proficiency (TAP)
  14. Woodcock Johnson IV
  15. Woodcock Reading Mastery Test