



Conecuh County Board Of Education

End of Quarter Test Frequently Asked Questions

General Information for Parents, Students, and Teachers

1. What is the purpose of the EQT?

The purpose of the End of Quarter Test (EQT) is to gauge instruction, as well as student mastery, on the standards taught during the grading period. More specifically, EQTs are accountability pieces and are used to ensure that all students are receiving the rigorous and relevant curriculum that is outlined in the County's Strategic Plan. Evidence from these assessments offers opportunities for teachers, administrators, and all other involved parties to provide data driven instruction.

2. Will the scores affect my students' grades?

Yes. Scores from the administration of the 1st 9Wks EQTs were not counted as explained in letter attached to report cards from Superintendent, Dr. Byrd Curriculum Coordinator, Mary Ann Danford. However, the contents of the letter also expressed that, "In the future, EQT scores will count for all students at the end of each 9 weeks, based on 20% of the final quarter average."

3. How will the scores be calculated into my students' quarterly average?

The EQT score is NOT considered to be one of the major grades. It is given in addition to the requirements listed in the County's grading policy. Although the information in the policy manual suggests that EQT scores will not be added to the students' average, the EQT will count as 20% of each student's grade. INOW gradebooks have already been set-up to reflect the new calculation process. So, please enter the score in the designated location.

4. How much time do my students have for each test?

Students will take the tests during his/her regularly scheduled class period(s) for each EQTs.

5. What if a student does not finish a test within the time period?

Incomplete tests **cannot be re-distributed** at a later time to allow for student completion **UNLESS:**

- a. The regularly scheduled class is a split-class period due to PE, lunch, etc.
- b. An extended time accommodation/intervention is **ALREADY** a part of a student's IEP or RTI Plan (**See number 4**).

6. Some of my students have IEPs. Can I honor that during the administration of this test? If so, how much assistance can the Resource Teacher offer students?

As with any other classroom-administered tests, testing accommodations written in the IEP should be followed. Prior to the test, classroom teachers may assist with any environmental requirements or other non-response IEP requirements (providing scratch paper, calculators, etc.) Once the test is underway, classroom teachers should focus on proctoring the exam, and only resource teachers who are familiar with the specifics of the student's IEP should interact with the student to ensure the student receives the accommodations outlined in his/her IEP.

7. Some students are receiving homebound services and/or virtual schooling. Are those students still required to participate in the EQT process? If so, who will be responsible for ensuring that students receive the proper testing protocol?

Virtual students, homebound students, and EL will not participate in the EQT process.