



Analyzing information from assessments is essential to identifying gaps in learning or opportunities to challenge students. Regular, quality assessment aides the district in answering the four guiding questions of Professional Learning Communities:

1. What do we want our students to know and be able to do?
2. How will we know when they have learned it?
3. What will we do when students are not learning or being successful?
4. What will we do when students already know the material and are being highly successful?

Assessment Descriptions

District Assessments

Grade-Level Assessments: The MAP assessments are required by the state and administered to grades 3-8 in English Language Arts and Math; grades 5 and 8 Science. The MAP assessments are used to measure what students know and are able to do in relation to skills identified by the Missouri Learning Standards. Results are also used as one piece of evidence to draw conclusions regarding the effectiveness of local curriculum.

End-of-Course Exams: End-of-Course exams are required by the state and administered to students when they have successfully completed selected courses. Courses that are assessed include: English II, Algebra I, Geometry, Algebra II, Biology, and Government. We also administer an end of course exam to students in the Introduction to Engineering Design class at MCHS. The EOC assessments are used to measure what students know and are able to do in relation to skills identified by the Missouri Learning Standards. Results are also used as one piece of evidence to draw conclusions regarding the effectiveness of local curriculum.

Map Alternative Assessments: MAP Alternative Assessments are administered to approximately one to two percent of the special education population. The assessment is designed for a specific population of students who have significant cognitive disabilities.

World-Class Instructional Design and Assessment (WIDA); Assessing Comprehension and Communication in English State –to-State (ACCESS); Placement Test (W-APT): The above screening tools are used for English language proficiency with incoming students who may be designated as ELL. The assessments will assist educators with programmatic placement decisions such as identification and placement in ELL.

Student Fitness Testing: Students in grades 5, 7 and 9 participate in assessment of cardiorespiratory endurance, muscular strength, flexibility, and body composition.

iReady Diagnostic in grades K-8: iReady provides diagnostic assessments in ELA and mathematics to be used for benchmark purposes as well as progress monitoring. iReady reports can be used for Analysis & Planning, Screening & Problem Identification, and Intervention & Monitoring, all within the framework of a Multi-Tiered System of Support (MTSS).

Reading

iReady Diagnostic (K-8) measures students' overall reading ability. It is a digital adaptive assessment and a selection of offline one-on-one administered literacy tasks.

Scholastic Reading Inventory/SRI (9-12) measures students' overall reading ability. It is a computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties.

Math

iReady Diagnostic (K-8) measures students' overall mathematical ability. It is a digital adaptive assessment.

Elementary Level Assessments

See Attachment A for Elementary Assessment Plans for English Language Arts and Math.

Title I Preschool Screening: DIAL 4 is administered by appointment to students age 4 by July 31. Students are then ranked from lowest to highest. The lowest students are invited to attend our Title I Preschool Program; the number of slots in our preschool program is determined by the funding available. All remaining students are placed on a waiting list. The inventory checks skills such as gross and fine motor, letter knowledge, phonemic awareness and number sense.

Kindergarten Screening: A district kindergarten screening is administered before the school year begins to gather information about incoming Kindergarten students. The inventory includes the administration of the KLST-2, Kindergarten Language Screening Test. Letter knowledge, phonemic awareness, word recognition, concepts about print, and number sense are also assessed. Motor and cognitive development are also assessed. Additionally, basic shapes, colors, pencil grip and the ability of a student to write his/her first name are evaluated. The screening informs teachers on a student's level of understanding of beginning skills to help guide instructional decisions.

In the first six weeks of the school year the district uses the Kindergarten Observation Form to conduct kindergarten screening. This data is used by teachers to drive instruction and is submitted to the state. Teachers are trained annually to use the KOF, which assesses students in multiple domains of development.

Dyslexia Screening: Kindergarten students will be screened in the following areas by January 31st: phonological/phonemic awareness, letter naming fluency, rapid automatic naming, alphabetic knowledge, and sound symbol. First through third graders are screened during the first 30 days of the school year. First graders will be screened in the following areas: phonological/phonemic awareness, letter naming fluency, rapid

automatic naming, alphabetic knowledge, and phonics. Second graders will be screened in the following areas: phonological/phonemic awareness, phonics, rapid automatic naming, spelling, reading fluency, and basic reading comprehension. Third graders will be screened in the following areas: phonics, spelling, reading fluency, and basic reading comprehension. In fourth through twelfth grade, struggling Readers need to be screened with instruments appropriate in the areas of Phonemic Awareness, Rapid Naming, Phonics, Fluency and Comprehension. i-Ready is our dyslexia screening assessment tool. Explicit instruction in those areas of need will be addressed. A separate Dyslexia plan was submitted for Board of Education approval.

Secondary Level Assessments

Preliminary Scholastic Aptitude Test (PSAT): The PSAT is administered for scholarship purposes. A high school junior may enter the scholarship competition administered by the National Merit Scholarship Corporation. The following year the top .5% of all seniors who took the test as juniors are declared National Merit Semi Finalists. The PSAT is also used to prepare for the SAT. This is an optional assessment and students pay a fee to participate. Juniors may take the test for competition while sophomores may opt to take it for practice.

Armed Services Vocational Aptitude Battery (ASVAB): The ASVAB provides students with aptitude measurements to assist students to become more aware of their potential capabilities related to specific careers upon graduation. It is administered to juniors and seniors, based on their ICAP and post high school plans.

CTE Students: 100% of all students who are concentrators and complete an approved CTE program are required to take a Technical Skills Assessment (TSA) or Industry Recognized Credential (IRC) Assessment.

PreACT: The Pre-ACT will be administered to all sophomore students on an annual basis at no cost to the student. The Pre-ACT is used as the first opportunity for preparing students to successfully complete the ACT college entrance exam. College readiness benchmarks are projected for each student as well as a career interest inventory.

ACT: The ACT is a curriculum and standards-based educational and career planning tool that assesses students' academic readiness for college. The ACT is a standardized and strictly timed test. There is a fee to the student, but fee waivers are available. We plan to continue to host ACT testing and offer training to both staff and students to better prepare for this college readiness exam.

ACT WorkKeys: WorkKeys® is a skills assessment system that helps employers select, hire, train, develop, and retain a quality workforce. The assessment measures foundational and soft skills.

WorkKeys sub-assessments measure skills that employers feel are essential to success in the workplace. Students, job seekers, and seasoned professionals can use WorkKeys to learn more about their strengths and weaknesses and gain a valid way to demonstrate their abilities to employers. Educators and employers can use it to help take the guesswork out of determining student, applicant, and employee qualifications.

Students who attend Hart Career Center participate in the ACT WorkKeys assessments at HCC.

State Required Assessments: Missouri high school students are required to successfully complete assessments in Citizenship (Civics) and CPR. Our high school students are also required to pass assessments on the Missouri Constitution and the United States Constitution. The Citizenship

assessment is being worked into three social studies courses this year to make sure all current high school students have an opportunity to review the content and pass the assessment. The content for the Citizenship assessment will be embedded into the American History course that students take their freshman year. The CPR test is given when students complete Health.

SRI: Scholastic Reading Inventory is a computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties. The SRI is given to high school students at Montgomery County High School.

Special Education Assessments

TESTS AVAILABLE (assessments are determined on an individual student basis)

Motor:

BRUININKS-OSERETSKY TEST OF MOTOR PROFICIENCY (BOTMP) - GROSS	4½ – 14½ Yr.
BRUININKS-OSERETSKY TEST OF MOTOR PROFICIENCY (BOTMP) - FINE	4½ – 14½
DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION-5 (VMI-5) (short form)	2 – 7 Yr.
DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION-5 (VMI-5) (full form)	2 – 18 Yr.
PEABODY DEVELOPMENTAL MOTOR SCALES – 2 (PDMS-2) – GROSS.	Birth – 5 Yr.
PEABODY DEVELOPMENTAL MOTOR SCALES – 2 (PDMS-2) – FINE	Birth – 5 Yr.
SENSORY INTEGRATION INVENTORY-REVISED (SII-R).	All Ages
SENSORY PROFILE 2	Birth – 14.11 Yr. / “Online”
SCHOOL FUNCTIONAL ASSESSMENT (SFA)	K – 6 TH Gr.
Test of Visual Perceptual Skills – 4 th Edition (TVPS-4)	5 – 21 Yr.

Speech:

ARIZONA ARTICULATION PROFICIENCY SCALE: THIRD REVISION (Arizona-3)	1½ - 18 Yr.
GOLDMAN-FRISTOE TEST OF ARTICULATION-3 (GFTA-3)	All ages
KAUFMAN SPEECH PRAXIS TEST FOR CHILDREN (KSPT)	1 – 9 Yr.
KHAN-LEWIS PHONOLOGICAL ANALYSIS-2 (KLPA-2)	2 – 20 Yr.

THE PHONOLOGICAL AWARENESS TEST (TPAT)	5 - 9 Yr.
STUTTERING SEVERITY INSTRUMENTS-3 (SSI-3)	2.10 - Adult
TEST OF ORAL STRUCTURES & FUNCTIONS (TOSF)	All ages
Language:	
BRACKEN BASIC CONCEPT SCALE – REVISED	2½ – 7 Yr.
CLINICAL EVALUATION OF LANGUAGE FUNDAMENTALS – Preschool:2 (CELF-P:2)	3 - 6 RYr.
CLINICAL EVALUATION OF LANGUAGE FUNDAMENTALS – 5 (CELF-5) Record Form 1	5 – 8 Yr.
CLINICAL EVALUATION OF LANGUAGE FUNDAMENTALS – 5 (CELF-5) Record Form 2	9 – 21 Yr.
CLINICAL EVALUATION OF LANGUAGE FUNDAMENTALS-5 SCREENER	5.0 – 21.11
COMPREHENSIVE ASSESSMENT OF SPOKEN LANGUAGE (CASL) Record Form 1	3 – 6 Yr.
COMPREHENSIVE ASSESSMENT OF SPOKEN LANGUAGE (CASL) Record Form 2	7 – 20 Yr.
COMPREHENSIVE RECEPTIVE & EXPRESSIVE VOCABULARY TEST (CREVT)	4 – 7 Yr.
EXPRESSIVE ONE-WORD PICTURE VOCABULARY TEST – FOURTH EDITION (EOWPVT-4)	2.0 – 80+ Yr.
EXPRESSIVE VOCABULARY TEST – SECOND EDITION (EVT-2)	2.6 – 90+ Yr.
LANGUAGE PROCESSING TEST-3 (LPT-3)	5.0 – 11.11 Yr.
ORAL & WRITTEN LANGUAGE SCALES – SECOND EDITION	
LISTENING COMPREHENSION / ORAL EXPRESSION (OWLS-2: LC/OE)	3.0 – 21.11 Yr.
ORAL & WRITTEN LANGUAGE SCALES – SECOND EDITION	
READING COMPREHENSION / WRITTEN EXPRESSION (OWLS-2: RC/WE)	5.0 – 21.11 Yr.
PEABODY PICTURE VOCABULARY TEST – FOURTH EDITION (PPVT-4)	2.6 – 90+ Yr.
PRESCHOOL LANGUAGE SCALE – FIFTH EDITION (PLS-5)	Birth – 7.11 Yr.

RECEPTIVE ONE-WORD PICTURE VOCABULARY TEST – FOURTH EDITION (ROWPVT-4)	2.0 – 80+ Yr.
TESTS FOR AUDITORY PROCESSING DISORDERS FOR CHILDREN (SCAN-3)	5.0 – 12.11
TEST OF ADOLESCENT LANGUAGE-4 (TOAL-4)	12.0 – 24.11 Yr.
TEST OF AUDITORY COMPREHENSION OF LANGUAGE – 3 (TACL-3)	3.0 – 9.11 Yr.
TEST OF AUDITORY PERCEPTUAL SKILLS-3 (TAPS-3)	4.0 – 18.11 Yr.
TEST OF EARLY LANGUAGE DEVELOPMENT – THIRD EDITION (TELD-3)	2.0 – 7.11 Yr.
TEST OF LANGUAGE COMPETENCE-EXPANDED FORM (TLC-E) – Level 1	5 – 9 Yr.
TEST OF LANGUAGE COMPETENCE-EXPANDED FORM (TLC-E) – Level 2	9 – 18 Yr.
TEST OF LANGUAGE DEVELOPMENT – INTERMEDIATE: 4 (TOLD-I:4)	8 – 17.11 Yr.
TEST OF LANGUAGE DEVELOPMENT – PRIMARY: 4 (TOLD-P:4)	4.0 – 8.11 Yr.
TEST OF PRAGMATIC LANGUAGE (TOPL)	5 – 12 Yr.
TEST OF PROBLEM SOLVING-3 Elementary (TOPS-3 Ele.)	6.0 – 12.11 Yr.
TEST OF PROBLEM SOLVING-2 ADOLESCENT (TOPS-2 A)	12.0 – 17.11 Yr.
TEST OF WORD FINDING-2 (TWF-2)	4.0 – 12.11 Yr.
TEST OF WORD KNOWLEDGE (TOWK)	5 – 16 Yr.
THE HELP TEST- TEST OF LANGUAGE COMPETENCE – ELEMENTARY (HELP-ELE.)	6 – 11 Yr.
THE LISTENING TEST (TLT)	6 – 11 Yr.
THE PHONOLOGICAL AWARENESS TEST (PAT)	5 - 9 Yr.
THE WORD TEST 2 ADOLESCENT (Word-2:A)	12 – 17 Yr.
THE WORD-R TEST 2 ELEMENTARY (Word-2:Ele)	7 – 11 Yr.

Intellectual/Cognitive:

THE CALLIER AZUSA SCALE	0-10 Yr.
Adaptive:	
ADAPTIVE BEHAVIOR EVALUATION SCALE – REVISED: 2 ND EDITION (ABES-R:2) – School Version	4.0 – 12.0 Yr.
ADAPTIVE BEHAVIOR EVALUATION SCALE – REVISED: 2 ND EDITION (ABES-R:2) – Home Version	4.0 – 12.0 Yr.
VINELAND-3 - ADAPTIVE BEHAVIOR SCALES	3 – 21 Yr. / “Online”
Social/Emotional/Behavioral:	
Autism Screening Instrument for Education Planning-Third Edition (ASIEP-3)	2.0 – 13.11 Yr.
Autism Screening Instrument for Education Planning-Third Edition (ASIEP-3) Behavior Checklist Form	
BEHAVIOR EVALUATION SCALE – Third Edition (BES-3) School & Home Version	K – 12th Gr.
BEHAVIOR ASSESSMENT SYSTEM FOR CHILDREN – Third Edition	“Online”
CHILDHOOD AUTISM RATING SCALE (CARS)	
CONNER’S PARENT RATING SCALE-3 (CPRS-3)	6.0 – 18.0 Yr.
CONNER’S TEACHER RATING SCALE-3 (CTRS-3)	6.0 – 18.0 Yr.
CONNER’S SELF RATING SCALE-3 (CSRS-3)	8.0 – 18.0 Yr.
CONNER’S EC (CONNER’S EARLY CHILDHOOD)	2 - 6 YR.
DEVEREUX BEHAVIOR RATING SCALE – SCHOOL FORM (Devereux – School Form)	5 - 12 Yr.
DEVEREUX BEHAVIOR RATING SCALE – SCHOOL FORM (Devereux – School Form)	13 – 18 Yr.
DIFFERENTIAL TEST OF CONDUCT AND EMOTIONAL PROBLEMS (DT/CEP)	K – 12 Gr.
HOUSE-TREE-PERSON (H-T-P)	9 Yr. - Adult
SCALE FOR ASSESSING EMOTIONAL DISTURBANCE (SAED)	5 – 18 Yr.
UNDERLYING CHARACTERISTICS CHECKLIST - HF (HIGH FUNCTIONING)	6 - Adult

UNDERLYING CHARACTERISTICS CHECKLIST - CL (CLASSIC)	6 - Adult
UNDERLYING CHARACTERISTICS CHECKLIST - SR-ADOLESCENT (SELF REPORT ADOLESCENT)	12-18 Yr
Academic:	
YOUNG CHILDREN'S ACHIEVEMENT TEST (YCAT)	4.0 – 7.11 Yr.
KAUFMAN TEST OF EDUCATIONAL ACHIEVEMENT – Third Edition (KTEA-3)	4.0 – 25.11 Yr.
GRAY ORAL READING TEST – FOURTH EDITION (GORT-4)	6.0 – 18.11 Yr.
TEST OF EARLY READING ABILITY – Third Edition (TERA-3)	3½ – 8½ Yr.
TEST OF READING COMPREHENSION-4 (TORC-4)	7.0 – 17.11 Yr.
WOODCOCK READING MASTERY TEST-3 (WRMT-3)	4.6 – 79.11 Yr.
ORAL & WRITTEN LANGUAGE SCALES – SECOND EDITION	
LISTENING COMPREHENSION / ORAL EXPRESSION (OWLS-2: LC/OE)	3.0 – 21.11 Yr.
ORAL & WRITTEN LANGUAGE SCALES – SECOND EDITION	
READING COMPREHENSION / WRITTEN EXPRESSION (OWLS-2: RC/WE)	5.0 – 21.11 Yr.
TEST OF EARLY WRITTEN LANGUAGE (TEWL-3)	3 – 10 Yr.
TEST OF WRITTEN LANGUAGE-4 (TOWL-4)	9 – 17.11 Yr.
KEYMATH-3	4.6 – 21 Yr.
TEST OF EARLY MATHEMATICS ABILITY – 3 (TEMA-3)	3 – 8 Yr.
TEST OF MATH ABILITY – 2 (TOMA-2)	8 – 18 Yr.
Transition:	
ENDERLE-SEVERSON TRANSITION RATING SCALE (ESTR Scale) .	
INFORMAL ASSESSMENTS FOR TRANSITION PLANNING (TPI – Home Version)	
INFORMAL ASSESSMENTS FOR TRANSITION PLANNING (TPI – School Version)	

INFORMAL ASSESSMENTS FOR TRANSITION PLANNING (TPI – Student Version)

Early Childhood:

Motor

BRUININKS-OSERETSKY TEST OF MOTOR PROFICIENCY (BOTMP)	4½ – 14½ Yr.
DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION-5 (VMI-5) (short form)	2 – 7 Yr.
DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION-5 (VMI-5) (full form)	2 – 18 Yr.
PEABODY DEVELOPMENTAL MOTOR SCALES – 2 (PDMS-2) – GROSS.	Birth – 5 Yr.
PEABODY DEVELOPMENTAL MOTOR SCALES – 2 (PDMS-2) – FINE	Birth – 5 Yr.
SENSORY INTEGRATION INVENTORY-REVISED (SII-R).	All Ages
SENSORY PROFILE 2	Birth – 14.11 Yr. / “Online”
Test of Visual Perceptual Skills – 4 th Edition (TVPS-4)	5 – 21 Yr.

Speech

FLUHARTY PRESCHOOL SPEECH AND LANGUAGE SCREENING TEST-Second Edition (Fluharty-2)	3 – 6 Yr.
ARIZONA ARTICULATION PROFICIENCY SCALE, THIRD EDITION (Arizona 3)	1½ - 18 Yr.
GOLDMAN-FRISTOE TEST OF ARTICULATION-3 (GFTA-3)	All ages
KAUFMAN SPEECH PRAXIS TEST FOR CHILDREN (KSPT)	1 – 9 Yr.
KHAN-LEWIS PHONOLOGICAL ANALYSIS-2 (KPLA-2)	2 – 20 Yr.
THE PHONOLOGICAL AWARENESS TEST (TPAT)	5 - 9 Yr.
STUTTERING SEVERITY INSTRUMENTS-3 (SSI-3)	2.10 - Adult
TEST OF ORAL STRUCTURES & FUNCTIONS (TOSF)	All ages

Language

BRACKEN BASIC CONCEPT SCALE – REVISED	2½ – 7 Yr.
CLINICAL EVALUATION OF LANGUAGE FUNDAMENTALS – PRESCHOOL:2 (CELF-P:2)	3 – 6 Yr.
CLINICAL EVALUATION OF LANGUAGE FUNDAMENTALS-5 SCREENER	5.0 – 21.11
COMPREHENSIVE ASSESSMENT OF SPOKEN LANGUAGE (CASL) Record Form 1	3 – 6 Yr.
COMPREHENSIVE RECEPTIVE & EXPRESSIVE VOCABULARY TEST (CREVT)	4 – 7 Yr.
EXPRESSIVE ONE-WORD PICTURE VOCABULARY TEST – FOURTH EDITION (EOWPVT-4)	2.0 – 80+ Yr.
EXPRESSIVE VOCABULARY TEST – SECOND EDITION (EVT-2)	2-6 – 90+ Yr.
LANGUAGE PROCESSING TEST-REVISED (LPT-R)	5 – 11 Yr.
ORAL & WRITTEN LANGUAGE SCALES – SECOND EDITION	
LISTENING COMPREHENSION / ORAL EXPRESSION (OWLS-2: LC/OE)	3.0 – 21.11 Yr.
ORAL & WRITTEN LANGUAGE SCALES – SECOND EDITION	
READING COMPREHENSION / WRITTEN EXPRESSION (OWLS-2: RC/WE)	5.0 – 21.11 Yr.
PEABODY PICTURE VOCABULARY TEST – FOURTH EDITION (PPVT-4)	2.6 – 90+ Yr.
PRESCHOOL LANGUAGE SCALE – FIFTH EDITION (PLS-5)	Birth – 7.11 Yr.
RECEPTIVE-EXPRESSIVE EMERGENT LANGUAGE TEST, THIRD EDITION (REEL-3)	Birth – 3 Yr.
RECEPTIVE ONE-WORD PICTURE VOCABULARY TEST – FOURTH EDITION (ROWPVT-4)	2.0 – 80+ Yr.
TESTS FOR AUDITORY PROCESSING DISORDERS FOR CHILDREN (SCAN-3).....	5.0 – 12.11
TEST OF AUDITORY COMPREHENSION OF LANGUAGE – 3 (TACL-3)	3.0 – 9.11 Yr.
TEST OF AUDITORY PERCEPTUAL SKILLS-3 (TAPS-3)	4.0 – 18.11 Yr.
TEST OF EARLY LANGUAGE DEVELOPMENT – THIRD EDITION (TELD-3)	2.0 – 7.11 Yr.
TEST OF LANGUAGE COMPETENCE-EXPANDED FORM (TLC-E) – Level 1	5 – 9 Yr.
TEST OF LANGUAGE DEVELOPMENT – PRIMARY: 4 (TOLD-P:4)	4.0 – 8.11 Yr.

TEST OF PRAGMATIC LANGUAGE (TOPL)	5 – 12 Yr.
TEST OF WORD FINDING-2 (TWF-2)	4.0 – 12.11 Yr.
TEST OF WORD KNOWLEDGE (TOWK)	5 – 16 Yr.
THE PHONOLOGICAL AWARENESS TEST (PAT)	5 - 9 Yr.
Intellectual/Cognitive	
THE CALLIER AZUSA SCALE	0-10 Yr.
Adaptive	
ADAPTIVE BEHAVIOR EVALUATION SCALE – REVISED: 2 ND EDITION (ABES-R:2) – School Version	4.0 – 12.0 Yr.
ADAPTIVE BEHAVIOR EVALUATION SCALE – REVISED: 2 ND EDITION (ABES-R:2) – Home Version	4.0 – 12.0 Yr.
VINELAND-3 - ADAPTIVE BEHAVIOR SCALES	3 – 21 Yr. / “Online”
Social/Emotional	
Autism Screening Instrument for Education Planning-Third Edition (ASIEP-3)	2.0 – 13.11 Yr.
Autism Screening Instrument for Education Planning-Third Edition (ASIEP-3) Behavior Checklist Form	
BEHAVIOR ASSESSMENT SYSTEM FOR CHILDREN – Third Edition	“Online”
DEVEREUX BEHAVIOR RATING SCALE – SCHOOL FORM (Devereux – School Form)	5 - 12 Yr.
UNDERLYING CHARACTERISTICS CHECKLIST - EI (EARLY INTERVENTION)	3 - 72 months
CONNER’S EC (CONNER’S EARLY CHILDHOOD)	2 - 6 YR.
Academic	
ORAL & WRITTEN LANGUAGE SCALES – SECOND EDITION	
LISTENING COMPREHENSION / ORAL EXPRESSION (OWLS-2: LC/OE)	3.0 – 21.11 Yr.
ORAL & WRITTEN LANGUAGE SCALES – SECOND EDITION	
READING COMPREHENSION / WRITTEN EXPRESSION (OWLS-2: RC/WE)	5.0 – 21.11 Yr.

TEST OF EARLY READING ABILITY – Third Edition (TERA-3)	3½ – 8½ Yr.
WOODCOCK READING MASTERY TEST-3 (WRMT-3)	4.6 – 79.11 Yr.
TEST OF EARLY WRITTEN LANGUAGE (TEWL-3)	3 – 10 Yr.
TEST OF EARLY MATHEMATICS ABILITY – 3 (TEMA-3)	3 – 8 Yr.
KEYMATH-3	4.6 – 21 Yr.
KAUFMAN TEST OF EDUCATIONAL ACHIEVEMENT – Third Edition (KTEA-3)	4.0 – 25.11 Yr.
YOUNG CHILDREN’S ACHIEVEMENT TEST (YCAT)	4.0 – 7.11 Yr.

Attachment A

MCR2 Elementary Assessment Schedule 2025-2026 School Year**English Language Arts & Math Assessments****revised 6/4/2025**

	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
READING	BAS - new students. Intensive: Bi-Weekly Strategic: Bi Weekly On Level: Monthly Above: Quarterly	i-Ready Diagnostic 1-5 Running Records Intensive: Bi-Weekly Strategic: Bi-Weekly On Grade Level: Monthly Above: Quarterly	1-5 Running Records Intensive: Bi-Weekly Strategic: Bi Weekly On Level: Monthly Above: Quarterly F&P BAS or DRA benchmark assessment for ALL students.	1-5 Running Records Intensive: Bi-Weekly Strategic: Bi Weekly On Level: Monthly Above: Quarterly	F&P BAS or DRA benchmark assessment for ALL students.
WRITING	At beginning and end of each unit administer On Demand Assessment using Writing Pathways Rubric	At beginning and end of each unit administer On Demand Assessment using Writing Pathways Rubric	At beginning and end of each unit administer On Demand Assessment using Writing Pathways Rubric	At beginning and end of each unit administer On Demand Assessment using Writing Pathways Rubric	At beginning and end of each unit administer On Demand Assessment using Writing Pathways Rubric
MATH	Bridges Diagnostic Assessment Bridges Unit pre/posttest	i-Ready Diagnostic Bridges Diagnostic Assessment (as needed) Bridges Unit pre/posttest	Bridges Diagnostic Assessment (as needed) Bridges Unit pre/posttest	Bridges Diagnostic Assessment (as needed) Bridges Unit pre/posttest	Bridges Diagnostic Assessment (as needed) Bridges Unit pre/posttest
SCIENCE	5th Grade Administer posttest for each unit	5th Grade Administer posttest for each unit	5th Grade Administer posttest for each unit	5th Grade Administer posttest for each unit	5th Grade Administer posttest for each unit
	JANUARY	FEBRUARY	MARCH	APRIL	MAY
READING	iReady Diagnostic 1-5 Running Records Intensive: Bi-Weekly Strategic: Bi Weekly On Level: Monthly Above: Quarterly	1-5 Running Records Intensive: Bi-Weekly Strategic: Bi Weekly On Level: Monthly Above: Quarterly	1-5 Running Records Intensive: Bi-Weekly Strategic: Bi Weekly On Level: Monthly Above: Quarterly F&P BAS or DRA benchmark assessment for ALL students. (Mar. 16 - Mar. 26)	1-5 Running Records Intensive: Bi-Weekly Strategic: Bi Weekly On Level: Monthly Above: Quarterly 3-5 MAP Assessment	iReady Diagnostic F&P BAS or DRA benchmark assessment for ALL students. (May 18 - May 28)
WRITING	At beginning and end of each unit administer On Demand Assessment using Writing Pathways Rubric	At beginning and end of each unit administer On Demand Assessment using Writing Pathways Rubric	At beginning and end of each unit administer On Demand Assessment using Writing Pathways Rubric	At beginning and end of each unit administer On Demand Assessment using Writing Pathways Rubric/ 4 MAP Assessment	At beginning and end of each unit administer On Demand Assessment using Writing Pathways Rubric

MATH	iReady Diagnostic Bridges Diagnostic Assessment as needed Bridges Unit pre/posttest	Bridges Diagnostic Assessment as needed Bridges Unit pre/posttest	Bridges Diagnostic Assessment as needed Bridges Unit pre/posttest	Bridges Diagnostic Assessment as needed Bridges Unit pre/posttest 3-5 MAP Assessment	iReady Diagnostic Bridges Diagnostic Assessment as needed Bridges Unit pre/posttest
SCIENCE	5th Grade Administer posttest for each unit	5th Grade Administer posttest for each unit	5th Grade Administer posttest for each unit	5 MAP Assessment	End of the Year Science Benchmark Test Grade 5

MCR2 Elementary Assessment Schedule

ELA

Running Records- Running records are to be used as a formative assessment/progress monitoring tool to guide your instruction. The expectation is to take a running record:

- Bi-Weekly on students at the Intensive Level
- Bi-monthly on students at the Strategic Level
- Every 6-8 weeks on students at the Independent Level

Use leveled texts for your running records.

Level I (16) and below:

- This should be a warm read, meaning the child has already read the book prior to the running record. You should tell the students the title of the story, important names of characters and a brief summary (listed on the RR) to give them the gist of the story.
- The student is NOT timed
- Comprehension will be assessed using the comprehension conversation towards the end of the assessment sheet.

Level J (18) and above:

- This should be a warm read, meaning the child has already read the book prior to the running record. You should tell the students the title of the story, important names of characters and a brief summary (listed on the RR) to give them the gist of the story.
- You should begin timing students while they read. This should be done discreetly so students are not afraid to read and to prevent anxiety. This data is to inform your instruction.
- Comprehension will be assessed using the Benchmark Assessment System and common assessments based on the Literacy Continuum.

You should use both fiction and non-fiction texts to assess. They should pass a non-fiction text at the independent level before moving to the next level.

Accuracy will be determined by the Fountas and Pinnell Classroom System materials provided with the guided reading series.

Benchmark Reading assessment- to be given three times a year:

- Benchmark Reading Levels
 - Follow instructions from BAS/DRA
 - The iReady assessment will be given to all students as a benchmarking tool.
- Writing
 - Use Writing Pathways rubrics.
 - A genre will be assessed at the end of each quarter using the Lucy Calkin's rubric with Writing Pathways.

The Benchmark Assessment will be given:

- To any new student in the district within 2 weeks of arrival.
- Kindergarten will begin testing at the end of 2nd quarter.
- Fall Benchmark will be the end of 1st quarter.
- Winter Benchmark will be the end of 2nd quarter.
- Spring Benchmark will be at the end of 4th quarter.

The Benchmark Reading Assessment information will be used to:

- Determine the level at which a student is able to read independently
- Diagnose each student's instructional needs and plan for intervention

- Group students effectively to provide appropriate reading instruction and opportunities to practice reading skills and strategies.
- Document changes over time in reading performance by monitoring students' ability to use a variety of skills and strategies.

Modifications/Accommodations:

Students on an IEP or 504 that have special modifications listed will have those needs met on assessments.

MATH

Unit Math Assessments:

- Bridges diagnostic assessments will be given to benchmark students' progress across the year.
- Bridges unit pre and posttests will be given with each unit.

The data collected from these assessments will guide our differentiated instruction.

Test Administration:

- Grades K-2 will take pencil/paper assessments, with the option of taking the test online. (Grade 2 will begin taking assessments online 2nd semester.)
- Grades 3-5 will take the assessment online.
- Students will be allowed one retake.

Math Chapter Benchmark Assessments:

- The i-Ready assessment will be used as our benchmarking tool.