

2018-19 Assessment Plan (Draft)

****Note: All students listed last name, first;**

FP – all columns filled in prior to submission Order – name, grade, teacher, tested by, Indep level, Indep GL, Instruct level

September

KG – All students: Press, Reading Readiness; Math Readiness

Readers: FP

1-2 – All students: FP; iReady Math;

Below grade level: Press as needed

3 – All students: FP; iReady Math

4-5 – All students: FP and iReady Math

6-8 – All students: iReady Reading and Math

October

1-5 - All students: iReady Reading

December/January

KG – All Students: Press; FP; Math Readiness; Reading Readiness

1-2 – All students: FP

January

1-2 – All students: iReady Reading; iReady Math

Below grade level: Press as needed

3-5 – All students: iReady Reading; iReady Math

3 – All students: FP

4-5 - Students *at/below* grade level reading: FP

6-8 – All students: iReady Reading; iReady Math

As needed: FP; Rewards

February

Wida/Access

March

April

3-8 MCAs

May

KG – All Students: FP; Press; Math Readiness

1-5 – All students: FP; iReady Reading; iReady Math

3-5 – All students: iReady Reading; iReady Math

3 – All students FP

4-5 - Students *at/below* grade level reading: FP

6-8 – All students: iReady Reading; iReady Math

*We will evaluate 2 years of iReady data/MCA data to see if the correlation is strong enough to eliminate iReady Reading and Math for 3-8 students in May.

Assessments:

PRESS: one to one teacher administered for phonemic awareness, phonics, blends, etc.

Reading/Math Readiness: one to one teacher administered, teacher created KG required skills.

Fountis & Pinnel: one to one teacher administered for reading fluency, comprehension, running record

iReady: Diagnostics on-line for reading and math; specific skills and strategies given for next levels of instruction.

WIDA/Access: State required for English Language learners who have not yet mastered English as a second language in 5 domains.

MCA: State required, Minnesota Comprehensive Assessment

Reading: Grades 3-8; Math: Grades 3-8; Science: Grades 5 & 8 only

Explanation:

By carefully monitoring each student 3 times a year on benchmarked data, teachers can immediately change instruction to meet the needs of the students. In using a variety of assessments, including ongoing classroom assessments, we can triangulate the data to get a solid understanding of the student's progress, and what our next steps for instruction should be.

In connection to these assessments is the ongoing monitoring of progress in reaching the MN standards, and demonstrating the student's mastery of grade-level standards. MCAs provide a year to year growth pattern for each student, each subgroup of students, grade levels as a whole, and the school as a whole. It tells the story of the long-term trends in multiple categories, giving the school information on the

direction the school needs to take. MCAs inform parents of year to year progress of their child's proficiency level of MN state standards.