

MRH Assessment Plan

2023-2024



Board Policy IL: Assessment Program

The district will use high-quality academic assessments as one indication of the success and quality of the district's education program. Further, the Board recognizes its obligation to provide for and administer assessments as required by law. The Board directs the superintendent or designee to create procedures governing assessments consistent with law and Board policy.

In cooperation with the administrative and instructional staff, the Board will regularly review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary.

The district will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals with Disabilities Education Act (IDEA).

Participation

In order to achieve the purposes of the student assessment program and comply with state and federal law, the district requires all enrolled students to participate in all applicable aspects of the district assessment program, including statewide assessments.

District Assessment Plan

The superintendent or designee shall ensure that the district has a written assessment plan that will test competency in the subject areas of English, reading, language arts, science, mathematics, social studies and civics, as required by law.

Purpose

The purposes of the district wide assessment plan are to facilitate and provide information for the following:

1. *Student Achievement* - To produce information about relative student achievement so that parents/guardians, students and teachers can monitor academic progress.
2. *Student Guidance* - To serve as a tool for implementing the district's student guidance program.
3. *Instructional Change* - To provide data that will assist in the preparation of recommendations for instructional program changes to:
 - a. Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation.
 - b. Help the professional staff formulate and recommend instructional policy.
 - c. Help the Board of Education adopt instructional policies.
4. *School and District Evaluation* - To provide indicators of the progress of the district and individual schools toward established goals.
5. *Accreditation* - To ensure the district obtains and maintains accreditation.

There shall be broad-based involvement of staff and others with appropriate expertise in the development of the assessment program and its implementation.

Instructional staff will be given training and responsibilities in coordinating the program. Every effort will be made to ensure that testing contributes to the learning process rather than detracts from it and that cultural bias does not affect the accuracy of assessments.

Reading Assessment

The district will administer a reading assessment to students in third, fourth, fifth and sixth grades to determine whether additional reading instruction and retention are needed, as required by law. The district will also administer a reading assessment to all students who transfer to the district in grades four, five or six, and to all students attending summer school due to a reading deficiency, as required by law.

The reading assessment will be a recognized method, or combination of methods, of assessing a student's reading ability. Results of assessments will be expressed as reading at a particular grade level. The superintendent or designee will determine which methods of reading assessment the district will utilize.

English Proficiency Assessments

The district will annually assess the English reading, writing and oral language skills of district English Learner students in kindergarten through grade 12.

Statewide Assessments

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the challenging academic standards set forth by the Missouri State Board of Education. The assessments will be the same for all students in the district, including those students identified as migratory or homeless, students in foster care and students with a parent/guardian who is an active duty member of the armed forces or who serves on full-time National Guard duty.

End-of-course (EOC) assessments will be administered in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). In courses where EOC assessments are given, the superintendent or designee will determine what percent of the course grade will be decided by performance on EOC assessments.

If a student is taking a course that requires an EOC assessment and is failing the course or for some other reason may be required to retake the course, the district may choose to delay administration of the EOC assessment until the student has completed the course the second time. A team consisting of the coordinator of assessment, the course instructor, the principal and a counselor will determine when delayed administration of an EOC assessment is appropriate. In the case of a student with an individualized education program (IEP), the IEP team will make the determination.

EOC examinations may be waived for:

1. Students receiving special education services whose IEP teams have determined that the MAP-A alternative is the appropriate assessment;
2. English learner students who have been in the United States 12 or fewer months at the time of administration, in some circumstances; and

3. Foreign exchange students.

The School Board authorizes the superintendent to establish a process designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment, which may include, but is not limited to, incentives or supplementary work as a consequence of performance.

National Assessment of Educational Progress

If chosen, the district will participate in the National Assessment of Educational Progress as required by law.

Assessments in Preparation for Postsecondary Education and Work Opportunities

The district encourages students to prepare for postsecondary education or work opportunities prior to graduating from the district. District staff will encourage students to take assessments necessary for pursuing postsecondary education, career training and employment. Such assessments may include, but are not limited to, the ACT, the ACT Plus Writing Assessment, the ACT WorkKeys assessments (WorkKeys) and the SAT. When the district determines it is economically feasible, the district may provide access to assessments at the district's expense. The superintendent or designee will work with testing companies to provide eligible students access to fee waivers and other resources so that all district students may access these assessments.

ACT/WorkKeys at State Expense

DESE may require school districts to administer the ACT as part of statewide testing requirements. When that occurs and the state funds the test, any student who would be allowed or required to participate in the ACT will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at the state's expense in lieu of taking the ACT. Any student who participated in a state-funded administration of the WorkKeys shall not participate in any state-funded administration of the ACT.

ACT/WorkKeys at District Expense

Students who are required or allowed to participate in the ACT at district expense will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at district expense. The district may also require the student to take the ACT.

High School Equivalency Examination

The district participates in the Missouri Option Program, a competency-based program that allows eligible students to earn a district diploma if the student passes the state high school equivalency examination.

Parental Notice

At the beginning of each school year, the district shall notify the parents/guardians of each student that the district will provide, upon request and in a timely manner, information regarding any state or district policy regarding student participation in any assessments. Such notice shall include information about state or local

policies that would allow students to opt out of assessments. Missouri has no such policy, and the district expects all students to participate in all district or statewide assessments.

The district shall post on the district's website information on any assessments required by state or federal law, including any assessments required by the district. The information shall include the subject matter being assessed, the purpose for the assessment, the source of the requirement for the assessment, and where the information on the assessment is available. The information shall also include the amount of time students will spend taking the assessments, the schedule for the assessments, and the time and format for disseminating the results, when available.

If the district does not operate a website, the district shall determine how to make the information widely available, including dissemination through the media, public agencies or directly to the parents/guardians.

The district will provide parents/guardians information, if available, on the level of achievement and academic growth of the student on each of the statewide assessments in which the student participates. The district will provide the information in an understandable and uniform format and, to the extent possible, the information will be written in a language the parent/guardian can understand. If it is not practical to provide written translations to parents/guardians, the information shall be orally translated for them. Upon request by a parent/guardian with a disability, the district will provide the information in an alternate format that is accessible to the parent/guardian.

Access to Assessments by Students Not Enrolled in the District

In order to foster positive community relationships and to promote the academic progress of all students located within the district, the district may, at its discretion, allow private and home-schooled students who reside within district boundaries but who are not enrolled in the district to participate in grade-level, end-of-course or other assessments if the assessments are funded by the state. These student scores shall not affect district accountability.

Board Policy ILA: Test Integrity and Security

Accurate information about student performance is integral to the district's mission of improving student achievement. In order to make sure the information is valid, the district must protect the integrity of the testing process. This policy shall become part of the district assessment plan. All staff associated with the assessment process are responsible for understanding and implementing the security measures in this policy. For the purposes of this policy, "staff associated with the assessment process" includes test coordinators, examiners, translators, proctors and any district staff who have responsibilities in providing, monitoring or overseeing student testing as designated by the superintendent or designee.

Test Security

Unless allowed by specific test protocol, tests shall not be read, scored, reviewed, photocopied, duplicated, scanned, transported or made accessible to staff not associated with the assessment process. Staff associated with the assessment process shall not discuss, either in writing or verbally, specific items on the assessment. Such discussion breaches both the security and integrity of the assessment and may result in an invalidation or loss of scores for accountability purposes.

Unless allowed by specific test protocol, staff associated with the assessment process are prohibited from reviewing the test materials or questions prior to, during or after testing. Before and after test administration, test materials must be kept in a locked room or cabinet in the school building, but outside the classroom, to prevent unauthorized access. All test materials must be returned to the district test coordinator after the assessment is administered.

Similar test security precautions apply to online testing.

Training

The district will train all district staff associated with the assessment process in accordance with test protocol. The training will include topics required or recommended by the specific test or by the company administering the testing as well as training on the requirements of this policy.

Test Coordinator Roles

The superintendent or designee will appoint a districtwide test coordinator who will:

- A. View all assessment manuals and training provided by the Department of Elementary and Secondary Education (DESE) and stay informed of all relevant communication regarding the various assessment instruments.
- B. Be responsible for training all school test coordinators, test examiners and other staff associated with the assessment process on testing procedures using appropriate training materials
- C. Keep a record of when staff associated with the assessment process are trained and provide that record to the appropriate parties, if required.
- D. Restrict access to all secure testing materials prior to testing, including student test books, manipulatives and passwords or other access to electronic testing materials.

- E. Ensure that beyond the initial checking and sorting, test materials remain untouched until they are distributed for test administration.
- F. During the transcription process, ensure that all tests that need to be transcribed are kept secure from unauthorized access. All materials and any copies generated shall be returned to the testing coordinator after use.
- G. Maintain the district's testing schedule and be prepared to provide such schedule upon request. Should the schedule change in any way, the test coordinator must update this information and document the reasons for the change.
- H. Organize and deliver testing materials to each building and/or classroom and ensure that all responsible district staff have sufficient quantities of testing materials, or designate specifically trained persons to do so.
- I. Ensure that only the test coordinators and staff associated with the assessment process have access to test materials.
- J. After test administration, collect and account for all testing materials from each school in the district as well as any out-of-district schools where the students attend alternative programs.

General Test Administration

- A. All standardized and statewide tests will be administered in compliance with testing guidelines provided by the company producing or administering the test and DESE when applicable.
- B. The district shall inform parents/guardians of the district's testing schedule.
- C. Students will be encouraged to use restroom facilities, get drinks and take care of other needs before beginning the test.
- D. No individuals other than the test administrator or proctor and the students taking the test shall be allowed in the testing room during the testing session unless otherwise approved by the test coordinator.
- E. Electronic communication, including mobile and imaging devices, must not be accessible during any portion of the testing session. These types of devices must be turned off and not readily visible at any time during the testing session.
- F. After testing, all used draft, scratch, grid or unlabeled graph paper, student test directions and printed manuals shall be collected and securely destroyed.
- G. Students will be permitted to use certain materials, such as calculators or thesauri, when directed by the specific test.

Paper-and-Pencil Testing

- A. Test materials will be delivered to each building before the day of the test and distributed by staff associated with the assessment process immediately prior to testing. Students will not receive test materials until the

- time testing begins. No other persons will have access to the testing materials.
- B. If students must leave the room during testing, they will be instructed to secure their test materials in accordance with the specific test protocol before leaving their seats.
 - C. If a test is to be administered over a series of days, the test administrator or proctor shall collect and count all test materials each day immediately following testing and store the test materials in a locked facility
 - D. After the test has been fully administered, the test coordinator will immediately collect the test materials from the test administrators or proctors, organize them according to instructions and securely store them in accordance with this policy.
 - E. Test materials will be recounted by the test coordinator, and these counts will be documented and checked against pre-administration counts.
 - F. The test coordinator or designee will sort and package test materials according to directions from the assessment company and send them for scoring as expeditiously as possible.

Online Testing

- A. Prior to testing, the district shall provide students with experience using relevant technology equipment, such as computers, laptops and tablet devices.
- B. All computer workstations used during testing will be examined to ensure they are clean and free from any notes, papers, books and other information.
- C. The district will perform site certification procedures prior to each testing window.
- D. Workstations will have adequate space between them so that students are not able to view each other's screens.

Sanctions Against Improper or Unethical Practices

The security measures outlined in this document should help prevent improper or unethical practices. Improper and unethical practices include, but are not limited to:

- A. Violating any provision of this policy.
- B. Copying any part of the standardized test materials or online test unless authorized by test protocol
- C. Removing any test materials from the secure storage area except during test administration or accessing test questions prior to when the test is given, unless authorized by the test coordinator and otherwise allowed by test protocol.
- D. Copying, printing, downloading or duplicating in any way any part of an online assessment for any reason unless authorized by the test coordinator and otherwise allowed by test protocol.
- E. Failing to return all test materials following test administration.
- F. Directly teaching any actual test item or taking actions to discover test items included on a test.

- G. Altering in any way a student's responses on a test.
- H. Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions; allowing students to give each other answers to questions or copy off each other's work; and altering test administration procedures in any other way to give students an unfair advantage.
- I. Administrators or other staff members pressuring or encouraging teachers to engage in any of the aforementioned improper or unethical practices.

All district staff are required to immediately report to the district test coordinator any suspicion that this policy has been violated. An immediate investigation will occur if a district staff person is suspected of engaging in any improper or unethical practice. If the allegations against the staff person are proven, a report will be forwarded to the superintendent, and appropriate disciplinary action will be taken, up to and including termination.

The district will conduct an investigation of any student suspected of engaging in any improper or unethical practice. If allegations are proven, the student will be disciplined in accordance with district policy.

Administrators and test examiners are responsible for reporting any improper or unethical behaviors to DESE's Assessment Section or in accordance with specific testing protocol.

Changes/Edits to Assessment Plan

2022-2023

- Removed IOWA Algebra Readiness
- Removed Math Learning Indicator
- Removed NWEA from 12th grade
- Removed Optional EOCs
- Added Preschool Assessments: DIAL and ASQ
- Added SSRSS-IE

Maplewood-Richmond Heights School District

2023-2024 District Assessment Matrix

| Content Area | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|--|---------------------------------|---|--|--|--|--|--|---|---|---|--|--|---|
| ELA | | STAR KEA UA | STAR UA | STAR UA | MAP STAR UA | MAP STAR UA | MAP STAR UA | MAP STAR UA | MAP NWEA UA | MAP NWEA UA | NWEA UA | NWEA EOC UA | NWEA UA | UA |
| Math | | STAR LTL UA | STAR LTL UA | STAR LTL UA | MAP STAR UA | MAP STAR UA | MAP STAR UA | MAP STAR UA | MAP NWEA UA | MAP/EOC NWEA UA | EOC NWEA UA | NWEA UA | EOC NWEA UA | UA |
| Science | | UA | UA | UA | UA | UA | MAP UA | UA | NWEA UA | MAP NWEA UA | UA | UA | EOC UA | UA |
| Social Studies | | UA | UA | UA | UA | UA | UA | UA | UA | UA | UA | UA | EOC UA | EOC UA |
| Other | | FAST WIDA / ACCESS F&P | FAST WIDA / ACCESS F&P | FAST WIDA / ACCESS F&P | MAP-A DLM EE FAST WIDA / ACCESS F&P | MAP-A DLM EE FAST WIDA / ACCESS F&P | MAP-A DLM EE FAST WIDA / ACCESS F&P | MAP-A DLM EE FAST WIDA / ACCESS F&P | MAP-A DLM EE FAST WIDA / ACCESS | MAP-A DLM EE FAST WIDA / ACCESS | MAP-A DLM EE WIDA / ACCESS | MAP-A DLM EE Pre-ACT WIDA / ACCESS AP Tests ACCU | MAP-A DLM EE ACT WIDA / ACCESS AP Tests ACCU ASVAB PSAT SAT | MAP-A DLM EE ACT WIDA / ACCESS AP Tests SAT STAMP4S NOCTI/ACA |
| Student Screeners and Surveys | DIAL- 4 ASQ-3 & ASQ:S E-2 | STAR KEA RAN SRSS-IE | STAR TTCT/CAP WISC RAN Gates/Slosson Naglieri SRSS-IE | STAR TTCT/CAP WISC RAN CORE SRSS-IE | STAR WISC RAN CORE SRSS-IE C&C | STAR WISC RAN CORE SRSS-IE C&C | STAR WISC RAN CORE Fitness SRSS-IE C&C | STAR WISC RAN CORE SRSS-IE C&C | NWEA WISC Fitness SRSS-IE C&C | NWEA WISC SRSS-IE Naviance C&C | NWEA Fitness SRSS-IE Naviance C&C | NWEA SRSS-IE Naviance C&C | NWEA SRSS-IE Naviance C&C | SRSS-IE Naviance C&C |

Table of Tests

| Code | Test Administered | Purpose | Who Takes | When Given | Test Type | Interpretation |
|------------------|--|---|--|---|------------------------------|---|
| ACCESS | ACCESS | Given to determine proficiency with four strands of English – speaking, listening, reading, writing | ELL students eligible to receive services | January-March | Criterion | One of several pieces of evidence to exit ELL services and determine instructional focus |
| ACCU | Accuplacer | Computer adapted college placement test | Optional for seniors interested in junior colleges | Feb | Criterion | Used to provide data to junior colleges and additional academic programming for juniors and seniors for remediation or for those wanting dual enrollment |
| ACA | Adobe Certified Associate | Live certification exam in multiple Adobe programs such as Photoshop, InDesign and Illustrator. | Select students grades 11-12 | April-May | Criterion | Validates a student’s ability to create, manage, integrate and communicate information using Adobe’s dynamic software. Students can earn an Industry Recognized Certificate (IRC) |
| ACT | American College Test | College entrance test | Grades 11 and grades 9-12, by choice | April, otherwise determined by students | National Norms | Required for admission to some colleges. Score of 22 meets or exceeds the national average. (non-public 11 th graders may participate during universal administration) |
| AP | Advanced Placement | Given to students enrolled in Advanced Placement courses to determine AP credits for college | AP students grades 10-12 | May | National Norms | Eligibility for university credit = score of 4 or 5 |
| ASQ-3 & ASQ:SE-2 | Ages & Stages Questionnaire-3 /Ages & Stages Questionnaire: Social Emotional-2 | Developmental screening for social/emotional language, motor and intellectual | Birth-60 Months | Once per school year | Criterion | Used to screen a child’s developmental and learning milestones to prevent an undetected developmental delay |
| ASVAB | Armed Services Vocational Battery | Optional assessment given to students interested in the military | Grades 11-12 Students interested in military | Once during fall and once during spring | National Norms and criterion | Needed for students to enter military; also may be used for career path guidance |

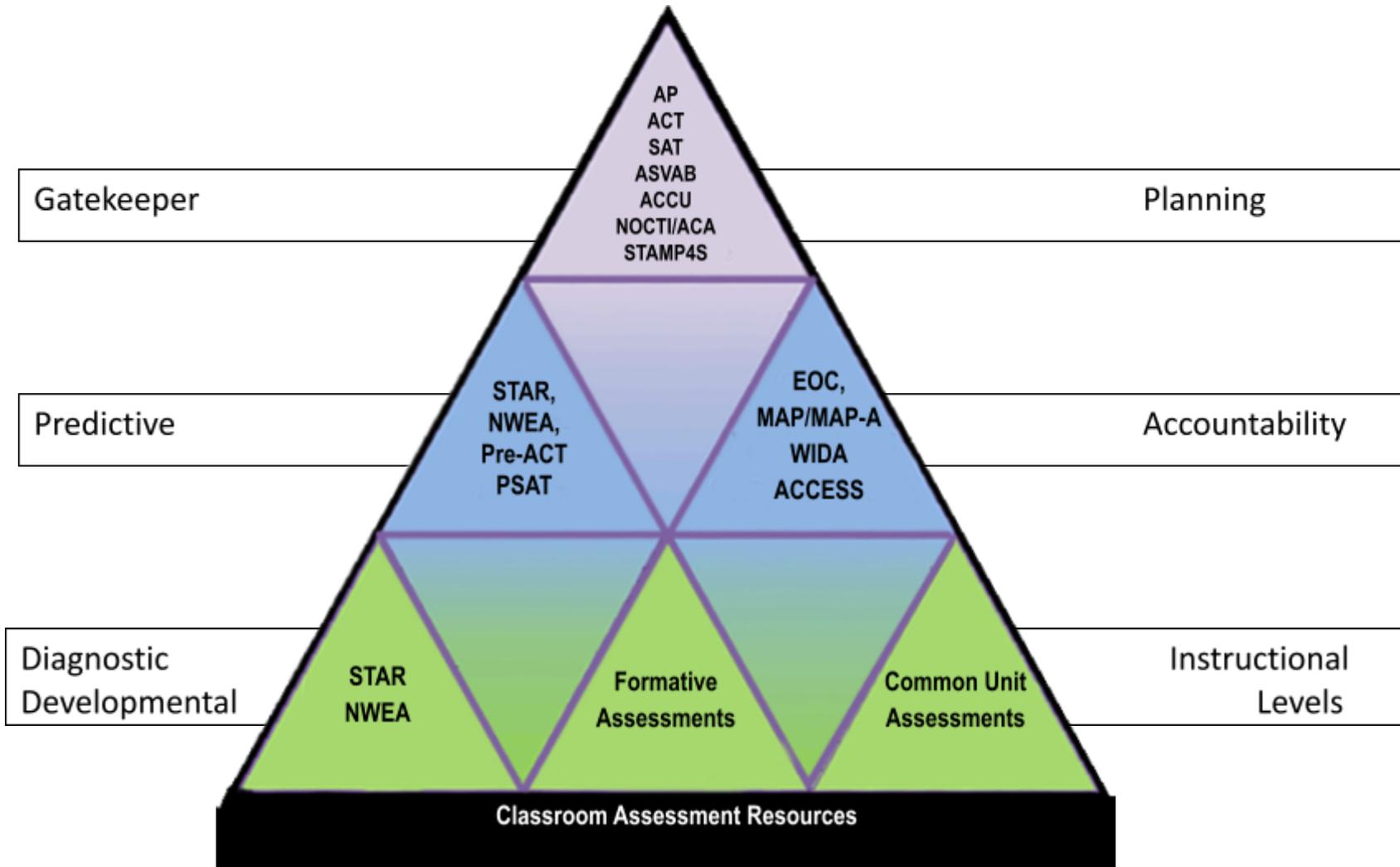
| Code | Test Administered | Purpose | Who Takes | When Given | Test Type | Interpretation |
|--------------------------------|---|--|--|----------------------------|----------------------|--|
| BRIDGE | Phonemic Awareness Assessment for Bridge the Gap Intervention | Assesses the areas of phonological awareness for older students | Selected Students in Grades 3-6 | Fall, Winter, Spring | Criterion Referenced | Identifies areas of phonemic awareness for students not making progress on SIPPS intervention for more specific phonological intervention |
| C&C | Climate and Culture Survey | Provide information about the school and district's climate and culture as part of the school improvement review process | Grades 3-12, Staff and Families | Fall and Spring | Local Norms | Identifies areas of focus for school climate and culture. |
| CORE | Consortium on Reading Excellence | Individualized reading assessments and resources used to determine reading fluency, phonemic awareness and phonics | Grades 1-12 | Fall, Winter, Spring | Criterion | Serves as one subset of the required dyslexia screening. |
| Dolch and Spelling Connections | Dolch or Spelling Connections Sight Word List | Individual high frequency word assessment used to identify word recognition and spelling needs | Grades 1-6 | Fall, Winter, Spring | Local Norms | Serves as one subset of the required dyslexia screening. |
| DIAL-4 | Developmental Indicators for the Assessment of Learning-4th Edition | To assess developmental skills and milestones that lay the foundation for academic learning | 2 Years, 6 Months -5 Year olds | Once per school year | Criterion | Used to screen a child's developmental and learning milestones to prevent an undetected developmental delay |
| EE | Essential Elements Checklists | Assesses growth towards state standards in Math/ELA/Science skills | Grades 3-12 eligible for MAP-A | September, January and May | Criterion | Identify gains for students who are beginning to develop math, reading, or science academic skills. Monitor growth and modify instructional opportunities. |
| EOC | End of Course Assessments | Mandated by the State of Missouri by course; includes multiple choice, constructed-response, and performance assessments | Students taking content in grades 8-12 | November and April | Criterion | Proficiency on content and accountability measure for state/federal requirements |

| Code | Test Administered | Purpose | Who Takes | When Given | Test Type | Interpretation |
|-------------------|--|--|--|------------------------------------|---|--|
| FAST | Formative Assessment System for Teachers | Progress monitoring for early reading, reading, early math and math related to IEP goals | Students in grades K-8 who are eligible for SSD services | September, January and May | Criterion | Identify strengths and weaknesses, select progress monitoring tools and measure summative progress related to IEP goals. |
| F&P | Fountas & Pinnell Benchmark Assessment | Individual assessment of reading achievement; for kindergarten, Letter ID is the subtest administered. | Grades K-6 | September, January (optional), May | Criterion | Monitor student reading growth and provide appropriate instructional level materials |
| GATES and SLOSSON | Gates-MacGinitie and Slosson Assessments | Standardized Reading and Math assessments used to determine eligibility for gifted or intervention services | Grade 1 and selected students grades 2-11 | Feb-April | Norm | Used to identify students' academic ability for gifted or intervention services |
| KEA | Kindergarten Entry Assessment | Observation based questions mixed with direct assessment to indicate readiness levels for the five reportable categories | Students in Kindergarten | Fall | Criterion | Identifies readiness in the five areas of kindergarten readiness including physical development, approaches to learning, social emotional development, cognition and general knowledge and language and literacy |
| LTL | Listening to Learning Digital Math Interview | Assesses students' mental numeric reasoning | Grades K-2 | Fall and Spring | Criterion | Can be used for screening, benchmarking, student growth measurement, progress monitoring and instructional programming |
| MAP-A DLM | Missouri Assessment Program – Alternative | For students who have an IEP and meet functionality criteria | Grades 3-12 | October through March | Criterion | Monitors growth of select group of students |
| MAP | Missouri Assessment Program | Mandated by the State of Missouri by grade level | Students in grades 3-8 | April | Criterion | Proficiency on content and accountability measure for state/federal requirements |
| NAGLIERI | Naglieri General Ability Tests | A set of verbal, non-verbal and quantitative tests to measure general mental ability | Students in grade 1 and new to MRH | Spring | Local Norms *pending National Norms | Serves as a universal screener of general mental ability across verbal, nonverbal and quantitative content areas |

| Code | Test Administered | Purpose | Who Takes | When Given | Test Type | Interpretation |
|-------------------|--|--|------------------------------------|--|------------------|---|
| NAVIANCE | Naviance | Platform for ongoing college and career exploration and planning. | Grades 6-12 | Spring or as deemed appropriate by counselors. | | College and career readiness used for post-secondary planning |
| NOCTI | National Occupational Competency Testing | Standardized tests for students studying career and technical programs | Grades 11-12 for selected students | April-May | Criterion | Students can earn an Industry Recognized Certificate (IRC) in a career and technical field |
| NWEA | Northwest Evaluation Association – Reading, Math and Science | Screening and diagnostic reading, math and science assessments | Grades 7-12 | Fall, Winter, Spring | National Norms | Computer adaptive assessment that measures growth and proficiency and provide insights to help tailor instruction and drive intervention |
| PASA | Phonemic Awareness Skills Assessment | Assesses specific areas of phonological awareness | Selected Students Grades K-2 | Fall, Winter, Spring | Criterion | Identifies specific areas of phonological awareness for targeted intervention |
| PAST - Kilpatrick | Phonological Awareness Screening Test | Assesses specific areas of phonological awareness | Selected Students Grades K-6 | Fall, Winter, Spring | Criterion | Identifies strengths and weaknesses in a subset of reading skills for targeted intervention |
| Pre-ACT | Pre ACT | Preparation for ACT college entrance exam | Grade 10 | TBD | National Norms | Provides academic and Career indicators to help identify strengths and areas of improvement for a complete view of student's college and career readiness |
| PSAT | Pre- Scholastic Aptitude Test | Preparation examination for the SAT | Grade 11 | Fall | National Norms | Predicts SAT scores; can be used to identify students with SAT/ACT support needs |
| QPAS | Concepts of Print Assessment | Assesses student awareness of the role of print in reading | Selected Students Grades K-2 | Fall, Winter, Spring | Criterion | Identifies strengths and weaknesses in a subset of reading skills |
| RAN | Arkansas Rapid Automatic Screener | Rapid Naming Screener component of Dyslexia Screening | Grades K-6 | Fall, Winter, Spring | Local Norms | Serves as one subset of the required dyslexia screening. |
| SAT | Scholastic Aptitude Test | College entrance examination | Grades 11-12 | Determined by students | National Norms | College application requirement for some colleges. |

| Code | Test Administered | Purpose | Who Takes | When Given | Test Type | Interpretation |
|-------------|---|---|---|--|------------------------------|--|
| SRSS-IE | Student Risk Screening Scale - Internalizing and Externalizing | Social emotional student behavior screener-universal screening tool to identify students who may be at risk for internalizing and externalizing behaviors | Grades K-12 | Fall, Winter, Spring | Local Norms | Used with other data points to inform instruction and make decisions regarding student needs for more intensive supports |
| STAMP4S | Standards Based Measure of Proficiency within 4 Skills (Language Domains) | Computer based test to determine language proficiency | Grades 11-12 for selected students | April-May | Criterion | Identify student's proficiency in a language other than English. Students can earn the Seal of Biliteracy if they score Intermediate-Mid or higher in all four domains |
| STAR 360 | STAR Reading, STAR Early Literacy, and STAR Math | Diagnostic reading, math and literacy test | Grades K-6 | September, December/January, March or as needed | National Norms and Criterion | Can be used for screening, benchmarking, student growth measurement, progress monitoring, and instructional planning |
| TTCT/CAP | Torrance Test of Creative Thinking/Creativity Assessment Portfolio | Creativity assessment used as a screening tool for gifted services | Grade 1 and selected students grades 2-11 | Feb-April and as needed | Norm | Identifies students' creativity, reasoning and problem-solving ability which helps with providing gifted services |
| UA | Unit Assessments | Determine learning related to specific curriculum | Grades K-12 | As finished with units | Criterion | Provides information on learning mastery |
| WIDA | Wida W-Apt | Used to screen students for ELL services | Potential ELL students | September or within 2 weeks of student entering school | Criterion | Screens students for potential ELL services |
| WISC | Wechsler Intelligence Scales for Children | IQ assessment used to determine student's general mental ability | Grade 1 and selected students grades 2-11 | Feb-April and as needed | Norm | Identifies students' general mental ability by providing an intelligence quotient (IQ) and aides in providing additional services as needed |

Relationships Among Academic Assessments



Curriculum

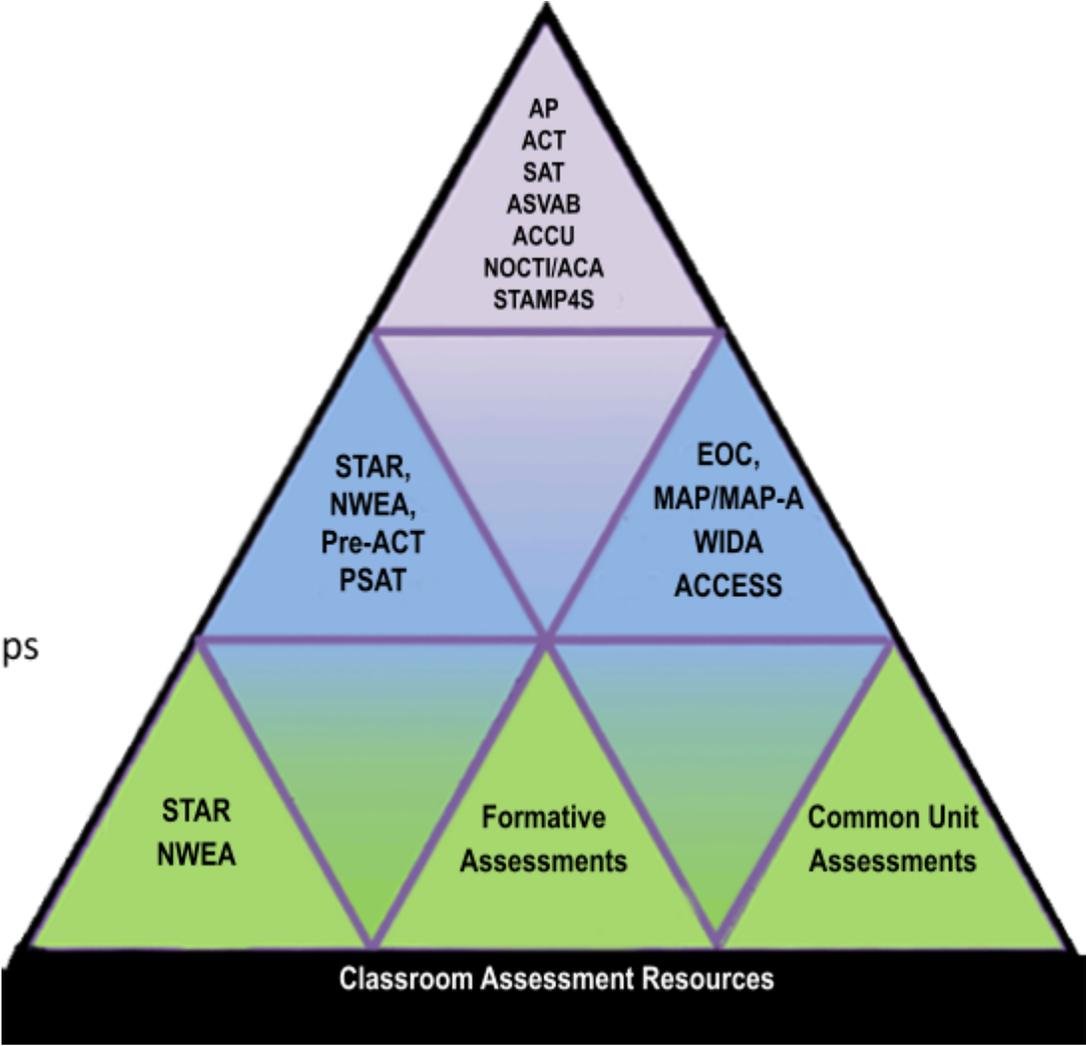
Groups

Instruction

Clusters in Groups

Differentiation

Individuals



Calendar of Assessments

| | August – September | October | November | December | January | February | March | April | May |
|--|-----------------------|-----------------|----------|----------|--------------|----------|-------|-----------------------------|----------------------------|
| | | ASVAB | | | | ACCU | | ACT STAMP4S NOCTI/ACA | AP STAMP4S NOCTI/ACA |
| | | Pre-ACT PSAT | EOC | | | ACCESS | | MAP EOC | MAP EOC |
| | NWEA STAR | | | | NWEA STAR | | | | NWEA STAR |
| | | C&C SRSS-IE | | | SRSS-IE | | | C&C SRSS-IE | |

Frequently Asked Questions

Who has to take the state assessments?

All students enrolled in the Maplewood Richmond Hts. School District are required to take the state-required assessments. This policy includes part-time, full-time, students on homebound instruction, and students who are homeschooled except for specified courses. These students are required to take all tests at their grade level. (Please see Board Policy IL.)

How are students with disabilities included in required state testing?

All decisions about how a student with a disability will be tested are made by the student's IEP team and documented in the IEP. Students with disabilities take all MAP content-area assessments (or portions of each content-area assessment as determined by the IEP team) or the MAP Alternate Assessment. For students taking the MAP-A, district standardized assessments, such as Aspire, will be given at the student's instructional level if stated in the IEP.

In making decisions about accommodations, the IEP team has the responsibility and the authority to determine individual accommodations that students need to support and ensure their participation in the MAP. As per state guidelines, any accommodations made are deemed necessary for all testing situations, not just for the MAP.

How are students who are learning English included in testing?

ELL students who are receiving ELL services or who are being monitored, take the WIDA as a screening measure when they enter the district and the ACCESS assessment during the spring of each year to monitor progress toward English Language Proficiency.

ELL students are tested with the MAP, regardless of the length of time that the students have been in the United States, except in the area of Communication Arts. Students who have been in the United States less than one year are not required to take the MAP Communication Arts assessment.

How are assessment results used and disseminated?

Standardized assessment results are summarized annually in the MRH Assessment Report and presented to the Board of Education each school year. Additionally, results are presented to the Teaching and Learning Council annually and subsequently shared with each Curriculum Action Team (CAT). Each CAT analyzes the data from their respective content area looking for strengths and weaknesses, identifying instructional priorities for the coming year. CATs also analyze the data from the perspective of the process standards to ensure that the way instruction is taking place is aligned with the process standards. Data will also be available through our data warehouse, EduClimber.

Each elementary classroom teacher assesses his/her students in reading at the beginning of the school year and at the end of the year. Students who are below grade level are also assessed in January. Teachers regularly assess students' reading with running records during instruction. Elementary classroom teachers assess writing using a variety of rubrics including those that are teacher-developed.

Teachers have had training on the administration of the assessments used (STAR 360, F&P, and running records).

Students in grades K-6 can be assessed using the STAR 360 probes in reading or mathematics. These ongoing assessments provide diagnostic information to classroom teachers to inform classroom instruction and monitor students' progress. They also provide data that can be used to determine student's response to specific interventions. The benchmark assessments provide formative information to classroom teachers to inform classroom instruction and monitor students' progress.

Reading and writing at the middle school and high school are monitored by the language arts staff and the reading specialist using NWEA data. Assessment at the middle school level focuses on ensuring that no student "falls through the cracks" and on providing individual support through focused interventions. All core teachers are provided the information and consult with the reading specialist to incorporate reading strategies that will optimize student success. During the middle school years, the Leveled Literacy program, along with other selected data points, are used to obtain diagnostic information needed to customize reading support for individual students.

In grades 9-12, NWEA is administered to all students to identify students needing varying levels of reading support or enrichment.

Students in grades 1-6 take the STAR 360 Mathematics Assessment to identify areas of weakness in basic mathematics skills for students and students in grades 7-12 take NWEA. Teachers use this information to provide customized practice/interventions to increase student skills in these areas. When patterns of weakness are observed across years, changes may be made to the curriculum.

What test-taking strategies are taught to students?

MRH CAT teams include specific recommendations in each curriculum document regarding assessment methods that give students practice with constructed response, multiple choice, and performance events. Students are provided with ongoing opportunities to practice test-taking strategies within the classroom.

What is the test security policy for state-required assessments? (See attached Policy ILA)

Test materials may not be photocopied, duplicated, or made accessible to personnel not responsible for testing. When not in use, test materials are stored in locked areas at the MRH Central Office or in locked areas at the school buildings. Teachers may not see the test booklets prior to testing.

Prior to standardized testing, all staff administering tests attend a building faculty training and review the examiner's manual to ensure consistency of administration, compliance with guidelines, and adequate preparation of the testing environment.

For students who attend out-of-district schools, the Student Services Director delivers the appropriate number and type of test materials to the student's school prior to the first day of testing and picks them up for delivery back to MRH for scoring with the other MRH tests.

How does MRH address compliance with Senate Bill 319?

Senate Bill 319 requires assessment of students in grades 3-6 (with some exceptions) to determine their reading level as well as individualized "Reading Improvement Plans" for students in grades 4-6 who are substantially below grade level in reading. Additional reading instruction is required for students with Reading Improvement Plans. Retention of students in grade 4 is expected if they are reading below the third-grade level (several exceptions to this requirement are specified in the law).

In addressing this law, grade level equivalencies are determined using multiple measures. At MRH, our primary measures also serve instructional roles in our program: Fountas and Pinnell Benchmark Assessment and STAR Reading. Additional measures may be used to confirm inconclusive results.

All students in grades 1- 6 who are significantly below grade level have a reading literacy plan. The MTSS process helps ensure that all students' individual needs are considered in planning and supporting on grade level reading ability.

ARCHIVED Assessment Matrices

2021-2022 District Assessment Matrix

| Content Area | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
|----------------------|---------------------------|--|---|--|--|--|--|--|--|--|---|--|--|-----------|
| Communication Arts | F&P STAR 360 UA | F&P STAR 360 UA | F&P STAR 360 UA | F&P MAP STAR 360 UA | F&P MAP STAR 360 UA | F&P MAP STAR 360 UA | F&P MAP STAR 360 UA | F&P MAP STAR 360 UA | MAP STAR 360 UA | MAP STAR 360 UA | STAR 360 EOC UA | SRI EOC UA | SRI UA | SRI UA |
| Mathematics | STAR 360 LTL UA | STAR 360 LTL UA | STAR 360 UA | MAP STAR 360 UA | MAP STAR 360 UA | MAP STAR 360 UA | MAP STAR 360 UA | MAP STAR 360 UA | MAP STAR 360 UA | MAP/EOC STAR 360 UA | EOC STAR 360 UA | EOC UA | EOC UA | UA |
| Science | UA | UA | UA | UA | UA | MAP UA | UA | UA | MAP UA | UA | UA | UA | EOC UA | UA |
| Social Studies | UA | UA | UA | UA | UA | UA | UA | UA | UA | UA | UA | UA | EOC UA | EOC UA |
| Other | FAST WIDA / ACCESS | FAST WIDA / ACCESS | FAST WIDA / ACCESS | MAP-A DLM EE FAST WIDA / ACCESS | MAP-A DLM EE FAST WIDA / ACCESS | MAP-A DLM EE FAST WIDA / ACCESS | MAP-A DLM EE FAST WIDA / ACCESS | MAP-A DLM EE FAST WIDA / ACCESS | MAP-A DLM EE FAST WIDA / ACCESS NAVIANCE | MAP-A DLM EE WIDA / ACCESS NAVIANCE | MAP-A DLM EE Pre-ACT WIDA / ACCESS NAVIANCE | MAP-A DLM EE ACT WIDA / ACCESS NAVIANCE | MAP-A DLM EE ACT WIDA / ACCESS NAVIANCE | |
| Optional | | | | | | | | | | | AP Tests ACCU | AP Tests ACCU ASVAB PSAT SAT | ACT AP Tests SAT STAMP4S NOCTI/ACA | |
| Student Screener | STAR 360 RAN Bridge | STAR 360 TTCT/CAP WISC RAN GATES/SLOSSON Bridge | STAR 360 TTCT/CAP WISC RAN CORE | STAR 360 Panorama RAN CORE | STAR 360 Panorama RAN CORE | STAR 360 Panorama RAN CORE Fitness | STAR 360 Panorama RAN CORE | STAR 360 IBSAAT Panorama Fitness | STAR 360 IBSAAT Panorama | SRI Panorama Fitness | SRI Panorama | SRI Panorama | SRI Panorama | |
| Diagnostic Screeners | PASA QPAS PAST | PASA QPAS PAST DOLCH | PASA QPAS PAST | PAST SIPPS Bridge | PAST SIPPS Bridge | PAST SIPPS Bridge | PAST SIPPS Bridge | MLI CORE SLOSSON | MLI CORE SLOSSON | MLI CORE SLOSSON | MLI CORE | MLI CORE | MLI CORE | |
| Summer | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | | | | | |

2020-2021 Revised District Assessment Matrix

| Content Area | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
|--------------------|--------------------------|--------------------------------|------------------------------|---|---|---|---|---|---|---|---|--|--|-----------|
| Communication Arts | F&P STAR 360 UA | F&P STAR 360 UA GATES | F&P STAR 360 UA | F&P MAP STAR 360 UA | F&P MAP STAR 360 UA | F&P MAP STAR 360 UA | F&P MAP STAR 360 UA | F&P MAP STAR 360 UA | MAP STAR 360 UA | MAP STAR 360 UA | SRI EOC UA | SRI EOC UA | SRI UA | SRI UA |
| Mathematics | STAR 360 UA | STAR 360 UA SLOSSON | STAR 360 UA | MAP STAR 360 UA | MAP STAR 360 UA | MAP STAR 360 UA | MAP STAR 360 UA | MAP STAR 360 UA | MAP/EOC STAR 360 UA | EOC UA | EOC UA | EOC UA | UA | |
| Science | UA | UA | UA | UA | UA | MAP UA | UA | UA | MAP UA | UA | UA | EOC UA | UA | |
| Social Studies | UA | UA | UA | UA | UA | UA | UA | UA | UA | UA | UA | EOC UA | EOC UA | |
| Other | FAST WIDA / ACCESS | FAST WIDA / ACCESS | FAST WIDA / ACCESS | MAP-A DLM EE FAST WIDA / ACCESS | MAP-A DLM EE FAST WIDA / ACCESS | MAP-A DLM EE FAST WIDA / ACCESS | MAP-A DLM EE FAST WIDA / ACCESS | MAP-A DLM EE FAST WIDA / ACCESS | MAP-A DLM EE FAST WIDA / ACCESS NAVIANCE | MAP-A DLM EE WIDA / ACCESS NAVIANCE | MAP-A DLM EE WIDA / ACCESS NAVIANCE | MAP-A DLM EE ACT WIDA / ACCESS NAVIANCE | MAP-A DLM EE ACT WIDA / ACCESS NAVIANCE | |
| Optional | | | | | | | | | | | AP Tests ACCU | AP Tests ACCU ASVAB PSAT SAT | ACT AP Tests SAT STAMP4S NOCTI/ACA | |
| Student Screener | STAR 360 | STAR 360 TTCT/CAP WISC | STAR 360 TTCT/CAP WISC | STAR 360 Panorama | STAR 360 Panorama | STAR 360 Panorama | STAR 360 Panorama | STAR 360 IBSAAT Panorama | STAR 360 IBSAAT Panorama | SRI Panorama | SRI Panorama | SRI Panorama | SRI Panorama | |
| Summer | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | | | | | |

2019-2020 District Assessment Matrix

| Content Area | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------------|------------------------------------|--------------------------|--------------------------|--|--|--|--|--|--|---|---|--|---|
| Communication Arts | F&P Letter ID STAR 360 UA | F&P STAR 360 UA | F&P STAR 360 UA | F&P MAP STAR 360 UA | F&P MAP STAR 360 ASPIRE UA | F&P MAP STAR 360 ASPIRE UA | F&P MAP STAR 360 ASPIRE UA | MAP STAR 360 ASPIRE UA | MAP STAR 360 ASPIRE UA | SRI EOC ASPIRE UA | SRI EOC UA | SRI UA | SRI UA |
| Mathematics | STAR 360 UA | STAR 360 UA | STAR 360 UA | MAP STAR 360 UA | MAP STAR 360 ASPIRE UA | MAP STAR 360 ASPIRE UA | MAP STAR 360 ASPIRE UA | MAP STAR 360 ASPIRE UA | MAP/EOC STAR 360 ASPIRE UA | ASPIRE EOC UA | EOC UA | EOC UA | UA |
| Science | UA | UA | UA | UA | ASPIRE UA | MAP ASPIRE UA | ASPIRE UA | ASPIRE UA | MAP ASPIRE UA | ASPIRE UA | UA | EOC UA | UA |
| Social Studies | UA | UA | UA | UA | UA | UA | UA | UA | UA | UA | UA | EOC UA | EOC UA |
| Other | FAST WIDA / ACCESS | FAST WIDA / ACCESS | FAST WIDA / ACCESS | MAP-A DLM EE-FAST WIDA / ACCESS | MAP-A DLM EE WIDA / ACCESS NAVIANCE | MAP-A DLM EE WIDA / ACCESS NAVIANCE | MAP-A DLM EE ACT WIDA / ACCESS NAVIANCE | MAP-A DLM EE WIDA / ACCESS NAVIANCE |
| Optional | | | | | | | | | | | AP Tests | AP Tests ACCU ASVAB PSAT SAT | ACT AP Tests SAT STAMP4S NOCTI |
| Student Screener | STAR 360 | STAR 360 TTCT | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 IBSAA | STAR 360 IBSAA | SRI | SRI | SRI |
| Summer | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | | | | |

2018-2019 District Assessment Matrix

| Content Area | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------------|---|--------------------------|--------------------------|--|--|--|--|--|--|--|--|---|--|
| Communication Arts | Dominie F&P Letter ID STAR 360 UA | F&P STAR 360 UA | F&P STAR 360 UA | F&P MAP STAR 360 UA | F&P MAP STAR 360 ASPIRE UA | F&P MAP STAR 360 ASPIRE UA | F&P MAP STAR 360 ASPIRE DDA UA | MAP STAR 360 ASPIRE UA | MAP STAR 360 ASPIRE UA | SRI EOC ASPIRE UA | SRI EOC UA | SRI UA | SRI UA |
| Mathematics | STAR 360 UA | STAR 360 UA | STAR 360 UA | MAP STAR 360 UA | MAP STAR 360 ASPIRE UA | MAP STAR 360 ASPIRE UA | MAP STAR 360 ASPIRE UA | MAP IBSAA STAR 360 ASPIRE UA | MAP/EOC STAR 360 ASPIRE UA | ASPIRE EOC UA | EOC UA | EOC UA | UA |
| Science | UA | UA | UA | UA | ASPIRE UA | MAP ASPIRE UA | ASPIRE UA | ASPIRE UA | MAP ASPIRE UA | ASPIRE UA | UA | EOC UA | UA |
| Social Studies | UA | UA | UA | UA | UA | UA | UA | UA | UA | UA | UA | EOC UA | EOC UA |
| Other | FAST WIDA / ACCESS | FAST WIDA / ACCESS | FAST WIDA / ACCESS | MAP-A DLM EE-FAST WIDA / ACCESS | MAP-A DLM EE-FAST WIDA / ACCESS | MAP-A DLM EE-FAST WIDA / ACCESS | MAP-A DLM EE-FAST WIDA / ACCESS | MAP-A DLM EE-FAST WIDA / ACCESS | MAP-A DLM EE-FAST WIDA / ACCESS | MAP-A DLM EE WIDA / ACCESS NAVIANCE NSE-1 | MAP-A DLM EE WIDA / ACCESS NAVIANCE NSE-1 | MAP-A DLM EE ACT WIDA / ACCESS NAVIANCE NSE-1 | MAP-A DLM EE WIDA / ACCESS NAVIANCE NSE-1 |
| Optional | | | | | | | | | | | AP Tests | AP Tests ACCU ASVAB PSAT SAT | ACT AP Tests SAT |
| Student Screener | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 IBSAA | SRI | SRI | SRI |
| Summer | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | | | | |

2017-2018 District Assessment Matrix

| Content Area | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------------|---|--------------------------|--------------------------|--|--|--|---|--|--|--|--|---|--|
| Communication Arts | Dominie F&P Letter ID STAR 360 UA | F&P STAR 360 UA | F&P STAR 360 UA | F&P MAP-CCSS STAR 360 UA | F&P MAP-CCSS STAR 360 ASPIRE UA | F&P MAP-CCSS STAR 360 ASPIRE UA | F&P MAP-CCSS STAR 360 ASPIRE DDA UA | MAP-CCSS STAR 360 ASPIRE UA | MAP-CCSS STAR 360 ASPIRE UA | SRI EOC ASPIRE UA | SRI EOC UA | SRI UA | SRI UA |
| Mathematics | STAR 360 UA | STAR 360 UA | STAR 360 UA | MAP-CCSS STAR 360 UA | MAP-CCSS STAR 360 ASPIRE UA | MAP-CCSS STAR 360 ASPIRE UA | MAP-CCSS STAR 360 ASPIRE UA | MAP-CCSS IBSAA STAR 360 ASPIRE UA | MAP-CCSS / EOC STAR 360 ASPIRE UA | ASPIRE EOC UA | EOC UA | EOC UA | UA |
| Science | UA | UA | UA | UA | ASPIRE UA | MAP ASPIRE UA | ASPIRE UA | ASPIRE UA | MAP ASPIRE UA | ASPIRE UA | UA | EOC UA | UA |
| Social Studies | UA | UA | UA | UA | UA | UA | UA | UA | UA | UA | UA | EOC UA | EOC UA |
| Other | FAST WIDA / ACCESS | FAST WIDA / ACCESS | FAST WIDA / ACCESS | MAP-A DLM EE-FAST WIDA / ACCESS | MAP-A DLM EE-FAST WIDA / ACCESS | MAP-A DLM EE-FAST WIDA / ACCESS | MAP-A DLM EE-FAST WIDA / ACCESS | MAP-A DLM EE-FAST WIDA / ACCESS | MAP-A DLM EE-FAST WIDA / ACCESS | MAP-A DLM EE WIDA / ACCESS NAVIANCE NSE-1 | MAP-A DLM EE WIDA / ACCESS NAVIANCE NSE-1 | MAP-A DLM EE ACT WIDA / ACCESS NAVIANCE NSE-1 | MAP-A DLM EE WIDA / ACCESS NAVIANCE NSE-1 |
| Optional | | | | | | | | | | | AP Tests | AP Tests ACCU ASVAB PSAT SAT | ACT AP Tests SAT |
| Student Screener | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 IBSAA | SRI | SRI | SRI |
| Summer | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | | | | |

2016-2017 District Assessment Matrix

| Content Area | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
|---------------------------|---|-----------------------|-----------------------|--|--|--|---|---|---|-----------------------------------|---------------------------------------|---|--|---------------------------------------|
| Communication Arts | Dominie F&P Letter ID STAR 360 UA | F&P STAR 360 UA | F&P STAR 360 UA | F&P MAP-CCSS STAR 360 UA | F&P MAP-CCSS STAR 360 ASPIRE UA | F&P MAP-CCSS STAR 360 ASPIRE UA | F&P MAP-CCSS STAR 360 ASPIRE DDA UA | MAP-CCSS SRI ASPIRE UA | MAP-CCSS SRI ASPIRE UA | SRI EOC ASPIRE UA | SRI EOC UA | SRI UA | SRI UA | |
| Mathematics | STAR 360 UA | STAR 360 UA | STAR 360 UA | MAP-CCSS STAR 360 UA | MAP-CCSS STAR 360 ASPIRE UA | MAP-CCSS STAR 360 ASPIRE UA | MAP-CCSS STAR 360 ASPIRE UA | MAP-CCSS IBSAA MLI ASPIRE UA | MAP-CCSS / EOC MLI ASPIRE UA | ASPIRE EOC UA | EOC UA | EOC UA | UA | |
| Science | UA | UA | UA | UA | ASPIRE UA | MAP ASPIRE UA | ASPIRE UA | ASPIRE UA | MAP ASPIRE UA | ASPIRE UA | UA | EOC UA | UA | |
| Social Studies | UA | UA | UA | UA | UA | UA | UA | UA | UA | UA | UA | EOC UA | EOC UA | |
| Other | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS NAVIANCE NSE-1 | WIDA / ACCESS NAVIANCE NSE-1 | ACT WIDA / ACCESS NAVIANCE NSE-1 | WIDA / ACCESS NAVIANCE NSE-1 |
| Optional | | | | | | | | | | | AP Tests | AP Tests COMPASS ASVAB PSAT SAT | ACT AP Tests SAT | |
| Student Screener | STAR 360* | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360* | STAR 360* | SRI | SRI | SRI | SRI | |
| Summer | | | | | | | | STAR 360 | STAR 360 | | | | | |

* Awaiting budget approval

2015-2016 District Assessment Matrix

| Content Area | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
|----------------------|---|-------------------------------|------------------------|---|---|---|---|--|---|---|---------------------------------------|--|---------------------------------------|-----------|
| Communication Arts | AIMS Dominie F&P Letter ID UA | AIMS F&P STAR 360 UA | F&P STAR 360 UA | F&P MO_Sys* MAP-CCSS STAR 360 UA | F&P MO_Sys* MAP-CCSS STAR 360 ASPIRE UA | F&P MO_Sys* MAP-CCSS STAR 360 ASPIRE UA | F&P MO_Sys* MAP-CCSS STAR 360 ASPIRE DDA UA | F&P MO_Sys* MAP-CCSS STAR 360 ASPIRE UA | MO_Sys* MAP-CCSS SRI ASPIRE UA | MO_Sys* MAP-CCSS SRI ASPIRE US | ASPIRE EOC SRI UA | EOC SRI UA | SRI UA | SRI UA |
| Mathematics | AIMS UA | AIMS STAR 360 UA | STAR 360 AIMS UA | MO_Sys* MAP-CCSS STAR 360 AIMS UA | MO_Sys* MAP-CCSS STAR 360 ASPIRE AIMS UA | MO_Sys* MAP-CCSS STAR 360 ASPIRE AIMS UA | MO_Sys* MAP-CCSS STAR 360 ASPIRE AIMS UA | MO_Sys* MAP-CCSS IBSAA MLI ASPIRE UA | MO_Sys* MAP-CCSS/ EOC IBSAA MLI ASPIRE UA | ASPIRE EOC UA | EOC UA | EOC UA | UA | |
| Science | UA | UA | UA | UA | ASPIRE UA | MAP ASPIRE UA | ASPIRE UA | ASPIRE UA | MAP ASPIRE UA | ASPIRE UA | UA | EOC UA | UA | |
| Social Studies | UA | UA | UA | UA | ASPIRE UA | ASPIRE UA | ASPIRE UA | ASPIRE UA | ASPIRE UA | ASPIRE UA | UA | EOC UA | EOC UA | |
| Other | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | ASPIRE WIDA / ACCESS NAVIANCE NSE-1 | WIDA / ACCESS NAVIANCE NSE-1 | ACT* COMPASS WIDA / ACCESS NAVIANCE NSE-1 | WIDA / ACCESS NAVIANCE NSE-1 | |
| Optional | | | | | | | | | | | AP Tests | AP Tests ASVB PSAT SAT | ACT AP Tests SAT | |
| New Student Screener | | | STAR 360 | STAR 360 | STAR 360 | STAR 360 | STAR 360 | SRI SLOSSON | SRI IBSAA / SLOSSON | SRI Algebra Exam | SRI | SRI | SRI | |
| Summer | | | | | | | | Gates SLOSSON | Gates SLOSSON | | | | | |

- Starred assessments will not be finalized until state budget appropriates money for the assessments.

2014-2015 District Assessment Matrix

| Content Area | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----------------------|--|----------------------------|----------------------------------|---|---|---|---|---|---|----------------------------|----------------------------|---|------------------------------------|
| Communication Arts | AIMS Dominie F&P -Letter ID UA | AIMS F&P Gates UA | F&P Gates TN AIMS UA | F&P MO_Sys* MAP-CCSS Gates TN-CCSS AIMS UA | F&P MO_Sys* MAP-CCSS Gates TN-CCSS AIMS UA | F&P MO_Sys* MAP-CCSS Gates TN-CCSS AIMS UA | F&P MO_Sys* MAP-CCSS Gates TN-CCSS AIMS UA | MO_Sys* MAP-CCSS SRI TN-CCSS UA | MO_Sys* MAP-CCSS SRI TN-CCSS US | EOC SRI UA | EOC SRI UA | SRI UA | SRI UA |
| Mathematics | AIMS UA | AIMS SLOSSON UA | SLOSSON AIMS TN UA | MO_Sys* MAP-CCSS SLOSSON TN-CCSS AIMS UA | MO_Sys* MAP-CCSS SLOSSON TN-CCSS AIMS UA | MO_Sys* MAP-CCSS SLOSSON TN-CCSS AIMS UA | MO_Sys* MAP-CCSS SLOSSON TN-CCSS AIMS UA | MO_Sys* MAP-CCSS IBSAA UA SLOSSON TN-CCSS | MO_Sys* MAP-CCSS IBSAA UA SLOSSON TN-CCSS | UA | EOC UA | EOC UA | UA |
| Science | UA | UA | TN UA | TN-CCSS UA | TN-CCSS UA | MAP TN-CCSS UA | TN-CCSS UA | TN-CCSS UA | MAP TN-CCSS UA | UA | UA | EOC UA | UA |
| Social Studies | UA | UA | UA TN | UA TN-CCSS | UA TN-CCSS | UA TN-CCSS | UA TN-CCSS | UA TN-CCSS | UA TN-CCSS | UA | UA | EOC UA | EOC UA |
| Other | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | ASPIRE WIDA / ACCESS | ASPIRE WIDA / ACCESS | ACT* COMPASS WIDA / ACCESS | WIDA / ACCESS |
| Optional | | | | | | | | | | NAVIANCE | AP Tests NAVIANCE | AP Tests ASVB NAVIANCE PSAT SAT | ACT AP Tests NAVIANCE SAT |
| New Student Screening | | | | | | | | SRI SLOSSON | SRI IBSAA / SLOSSON | SRI Algebra Exam | SRI | SRI | SRI |

- Starred assessments will not be finalized until state budget appropriates money for the assessments.

2013-2014 District Assessment Matrix

| Content Area | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----------------------|--|-----------------------|----------------------------------|--|--|--|---|---|---|------------------------------------|---------------------------------|---|------------------------------------|
| Communication Arts | AIMS Dominie F&P -Letter ID UA | AIMS F&P UA | F&P DisEd UA TN AIMS | F&P DisEd MAP UA TN-CCSS AIMS | F&P DisEd MAP UA TN-CCSS AIMS | F&P DisEd MAP UA TN-CCSS AIMS | F&P DisEd MAP UA DDA TN-CCSS | MAP DisEd UA SRI TN-CCSS | MAP DisEd UA SRI DDA TN-CCSS | EOC UA SRI | EOC UA SRI | UA SRI | UA SRI |
| Mathematics | AIMS UA | AIMS UA SLOSSON | DisEd UA SLOSSON TN | MAP DisEd UA SLOSSON TN-CCSS | MAP DisEd UA SLOSSON TN-CCSS | MAP DisEd UA SLOSSON TN-CCSS | MAP DisEd UA SLOSSON TN-CCSS | MAP DisEd IBSAA UA SLOSSON TN-CCSS | MAP DisEd IBSAA UA SLOSSON TN-CCSS | UA | EOC UA | EOC UA | UA |
| Science | UA | UA | UA TN | UA TN-CCSS | UA TN-CCSS | MAP UA TN-CCSS | UA TN-CCSS | UA TN-CCSS | MAP UA TN-CCSS | UA | UA | EOC UA | UA |
| Social Studies | UA | UA | UA TN | UA TN-CCSS | UA TN-CCSS | UA TN-CCSS | UA TN-CCSS | UA TN-CCSS | UA TN-CCSS | UA | UA | EOC UA | EOC UA |
| Other | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS EXPLORE | WIDA / ACCESS EXPLORE TSA | WIDA / ACCESS PLAN TSA | WIDA / ACCESS TSA | WIDA / ACCESS TSA |
| Optional | | | | | | | | | | NAVIANCE | AP Tests NAVIANCE | ACT AP Tests NAVIANCE ASVB COMPASS PSAT SAT | ACT AP Tests NAVIANCE SAT |
| New Student Screening | | | | | | | | SRI SMI | SRI SMI | SRI Algebra Exam | SRI | SRI | SRI |

2012-2013 District Assessment Matrix

| Content Area | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|--|-----------------------|------------------------|-------------------------------|-------------------------------|-------------------------------|----------------------------------|--|----------------------------------|-----------------------------|---------------------------|---|------------------------------------|
| Communication Arts | AIMS Dominie F&P -Letter ID UA | AIMS F&P UA | F&P DisEd UA | F&P DisEd MAP UA | F&P DisEd MAP UA | F&P DisEd MAP UA | F&P DisEd MAP UA DDA | MAP DisEd UA SRI | MAP DisEd UA SRI DDA | EOC DisEd UA SRI | EOC DisEd UA SRI | DisEd UA SRI | DisEd UA SRI |
| Mathematics | AIMS UA | AIMS UA SLOSSON | DisEd UA SLOSSON | MAP DisEd UA SLOSSON | MAP DisEd UA SLOSSON | MAP DisEd UA SLOSSON | MAP DisEd UA SLOSSON | MAP DisEd IBSAA UA SLOSSON | MAP DisEd IBSAA UA | DisEd UA | EOC DisEd UA | EOC DisEd UA | DisEd UA |
| Science | UA | UA | UA | UA | UA | MAP UA | UA | UA | MAP UA | UA | UA | EOC UA | UA |
| Social Studies | UA | UA | UA | UA | UA | UA | UA | UA | UA | UA | UA | EOC UA | EOC UA |
| Other | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS EXPLORE | WIDA / ACCESS EXPLORE | WIDA / ACCESS PLAN | WIDA / ACCESS | WIDA / ACCESS |
| Optional | | | | | | | | | | NAVIANCE | AP Tests NAVIANCE | ACT AP Tests NAVIANCE ASVB COMPASS PSAT SAT | ACT AP Tests NAVIANCE SAT |