# MRH Assessment Plan
# 2025-2026



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# Strategic Plan and Board Policy

The assessment plan was written in alignment with the MRH Strategic Plan and Board Policy

# Strategic Plan: For Our Students

MRH believes students who have access to and are engaged in high-quality learning experiences will be equipped with the academic and social-emotional skills to achieve at their full potential.

# MRH Assessment Philosophy

We believe assessment is not merely a measure of performance, but a powerful tool for growth, guidance, and continuous improvement. Our philosophy embraces a holistic, student-centered approach, ensuring that assessment practices are meaningful, positive, and empowering, yielding timely, relevant, and actionable evidence.

## Core Principles

**Student Achievement**

Assessment provides clear, transparent, and accessible information about relative student achievement. We empower parents/guardians, students, and teachers to collaboratively monitor academic progress, celebrating successes and addressing areas for growth. We utilize a variety of assessment methods to capture a comprehensive picture of student learning, moving beyond standardized tests to include performance tasks, portfolios, and student self-assessments.

**Differentiated Support**

Assessment serves as an integral part of providing Multi-Tiered Systems of Support (MTSS) for students. We use assessment data to identify individual student needs, strengths, and areas for targeted support. We ensure students receive timely, differentiated guidance, fostering self-awareness and empowering them to take ownership of their learning journey.

**Instructional Change**

Assessment provides actionable data to inform instructional decisions, plans, and changes. We empower teachers to use assessment data to tailor instruction, personalize

learning experiences, and continuously improve classroom practices. We foster a collaborative environment where professional staff engages in dialogue around assessment data and instructional practices.

## School and District Evaluation

Assessment provides valuable indicators of the progress of the district and individual schools toward established goals. We utilize assessment data to evaluate the effectiveness of our programs and initiatives, ensuring alignment with our vision and mission. We foster a culture of continuous improvement, using assessment data to identify areas for growth and celebrate successes.

## Accreditation

Assessment plays a crucial role in ensuring the district obtains and maintains accreditation. We adhere to rigorous standards of assessment quality and integrity, ensuring that our practices are aligned with best practices and regulatory requirements.

## Empowering Learning Experiences:

Formative assessment practices provide students with timely, constructive feedback, fostering a growth mindset. We encourage student self-reflection and self-assessment, empowering them to become active participants in their learning. We strive to ensure that assessments reflect the diverse learning styles and needs of our student population.

## Implementation

This philosophy will be implemented through

- Ongoing professional development for teachers on effective assessment practices.
- The use of a variety of assessment tools and strategies, including formative, summative, and performance-based assessments.
- The use of a data management system to track student progress and inform instructional decisions.
- Regular communication with parents/guardians about student progress and assessment results.
- A culture of collaboration and continuous improvement, where assessment is viewed as a tool for growth and learning.

By embracing this assessment philosophy, we strive to create a learning environment where every student is empowered to achieve their full potential, contributing to a brighter future for our community.

The philosophy emphasizes a balanced approach to assessment, utilizing three types to provide a comprehensive picture of student learning: Teacher-made/Classroom, Common Formative and National benchmark assessments.

The goal is to use assessment data to inform instruction, support student growth, and promote continuous improvement, ensuring that assessment is a meaningful, positive, and empowering experience for all students.

## Types of Assessments

**Teacher-made/Classroom Assessments:**

These are the daily, weekly, and unit-specific assessments designed and administered by individual teachers.They are highly responsive to the immediate needs of the classroom and the specific curriculum being taught. They provide granular, real-time data on student understanding and progress.

**Relationship to the Philosophy and Core Principles:**

- Student Achievement: Teacher-made assessments are crucial for monitoring day-to-day progress, allowing teachers to identify areas where students are excelling or struggling. They provide the most frequent and specific data for parents, students, and teachers to observe academic growth.
- Differentiated Support: These assessments enable teachers to provide immediate feedback and differentiate instruction. They allow for the teacher to see the students current level of understanding, and adjust the instruction to meet the students individual needs.
- Instructional Change: Teacher-made assessments offer invaluable insights into the effectiveness of specific lessons and instructional strategies. They empower teachers to make immediate adjustments to their teaching.
- Empowering Learning Experiences: These assessments can be designed to include student self-reflection and peer feedback, fostering a growth mindset and promoting student ownership of learning.

**Common Formative Assessments**

These are assessments developed collaboratively by teams of teachers within a grade level or subject area. They are administered regularly to provide consistent data on student learning across multiple classrooms. They allow for analysis of student performance across the school, identifying areas of strength and weakness in the curriculum and instruction.

**Relationship to the Philosophy and Core Principles:**

- Student Achievement: CFAs provide a broader view of student achievement than teacher-made assessments, allowing for comparisons across classrooms and identification of trends.
- Differentiated Support: CFAs help identify students who may need additional support or enrichment, ensuring consistent and equitable support across the school.
- Instructional Change: CFAs provide valuable data for collaborative analysis and discussion among teachers. They facilitate the identification of best practices and the development of school-wide instructional improvements.
- School and District Evaluation: CFAs contribute to the evaluation of school-wide programs and initiatives, providing data on the effectiveness of curriculum and instruction.
- Accreditation: CFAs demonstrate a commitment to data-driven decision-making and continuous improvement, which are essential for accreditation.

**National Benchmarking Assessments:**

These are standardized assessments that compare student performance to national norms.
They provide a broader context for evaluating student achievement and school effectiveness. They can be used to identify areas where the district is performing well or needs to improve compared to national standards.

**Relationship to the Philosophy and Core Principles:**

- Student Achievement: National benchmarks provide a broader perspective on student achievement, allowing for comparisons to national norms.
- Differentiated Support and Instructional Change: It is important to note that these assessments are one data point, and should not be the only data point that informs instructional changes.
- School and District Evaluation: These assessments contribute to the evaluation of district-wide programs and initiatives, providing data on the district's overall effectiveness.
- Accreditation: National benchmarks are often used to demonstrate compliance with state and national standards, which are essential for accreditation.
- School and District Evaluation: These assessments provide data that if used correctly, will allow for the district to see trends, and make adjustments to district wide policy.

# Board Policy IL-1: 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.

Districtwide Test Coordinator

The superintendent or designee will appoint a districtwide test coordinator who will perform the duties as described in the most recent version of the Guide to the Missouri Assessment Program published by the Department of Elementary and Secondary Education (DESE).

Training on Integrity and Security for Each Assessment

Each assessment has a testing manual that includes the security and integrity requirements for the assessment to produce valid results. The board requires that test-specific integrity and security measures be implemented as directed by the manual and that any breach, or suspected breach, of those integrity and security measures be reported promptly to the districtwide test coordinator.

Prior to test administration, the district wide test coordinator must require, as part of general staff training for the assessment, that all staff associated with the assessment process familiarize themselves with the testing manual's section for the security and integrity requirements and practices for the relevant test(s) and participate in any other district-created training.

Sanctions Against Improper or Unethical Practices

All district staff are required to take action to prevent improper or unethical practices regarding test administration and report any concerns to the district wide test coordinator. Improper and unethical practices include, but are not limited to:

1. Violating any provision of this policy.

2. Copying any part of the standardized test materials or online test unless authorized by test protocol.

3. Removing any test materials from the secure storage area or device except during test administration unless authorized by the test coordinator and otherwise allowed by test protocol.

4. Accessing test questions prior to when the test is given unless authorized by the test coordinator and otherwise allowed by test protocol.

5. 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.

6. Failing to return all test materials following test administration.

7. Directly teaching any actual test item or taking actions to discover test items included on a test.

8. Altering in any way a student's responses on a test.

9. Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions; and allowing students to give each other answers to questions or copy off each other's work.

10. Altering test administration procedures in any other way to give students an unfair advantage or otherwise permitting students to breach security and integrity protocols applicable to the test-taker.

11. Administrators or other staff members pressuring or encouraging teachers to engage in any practice that is contrary to test integrity and security.

District employees are required to immediately report any suspected violation of this policy to the district wide test coordinator. The district wide test coordinator or designee will immediately investigate to determine whether a district employee engaged in any improper or unethical practices. If the allegations against the employee are proven, the districtwide test coordinator or designee will generate an investigation report and forward it to the superintendent, who will take appropriate disciplinary action, 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.

The district wide test coordinator is responsible for reporting to and cooperating with DESE in the event of a suspected or known breach of the security and integrity requirements for an assessment.

If the district wide test coordinator is alleged to be involved in behavior prohibited by this policy, the report shall be made to the superintendent or designee, who shall assume the responsibilities of the district wide test coordinator for purposes of the report.

# Electronic Devices During District Testing

To maintain the integrity and security of examinations, examinees and proctors are to follow the below protocols during test administration.

**Purpose:** This practice outlines the permissible use of electronic devices during test administration, differentiating between the roles of examinees and proctors, to ensure a fair and secure testing environment for all candidates.

**Definitions:**

- **Examinee:** An individual taking the test.
- **Proctor:** An individual responsible for supervising the test administration.
- **Electronic Devices:** Any device capable of storing, displaying, receiving, or transmitting information, including but not limited to:
    - Smartphones
    - Tablets
    - Laptops
    - Smartwatches
    - Communication devices
    - Bluetooth Earbuds/Headphones
    - AI Glasses
    - Microphone
    - Smart home devices (Alexa, Google Home, etc.)

**Student Use of Electronic Devices:**

- Students are strictly prohibited from possessing or using any electronic devices during standardized testing outside of accessing the assessment in a secure browser; unless explicitly authorized as a testing accommodation; such as using a cell phone for student health monitoring.
- Students are either issued or allowed wired headphones/microphones as needed for accessing the assessment.
- All electronic devices not used for testing must be turned off and stored out of reach before the start of the examination.
- Any student found in violation of this policy will result in the immediate confiscation of the device and may lead to disqualification from the examination.

**Proctor Use of Electronic Devices:**

- Proctors must only use electronic devices as needed to perform their duties, including but not limited to:
    - Accessing the test administration manual or guidelines.
    - Communicating with test administration staff regarding logistical issues or emergencies.
- Proctors must ensure that their use of electronic devices does not:
    - Disturb examinees or create a distracting environment.
    - Compromise the security of the test materials.
    - Allow for unauthorized viewing of test content.
    - Facilitate cheating or any form of test misconduct.

- Proctors are prohibited from using electronic devices for personal communication, entertainment, or any purpose unrelated to their proctoring responsibilities during the active test session.
- Specific guidelines regarding proctor device usage may be provided in the test administration manual for particular exams.

**Responsibilities:**

- **Examinees:** Are responsible for adhering to the appropriate use of electronic devices during testing.
- **Proctors:** Are responsible for:
  - Enforcing the practice regarding examinee use of electronic devices.
  - Using their own electronic devices responsibly and in accordance with this practice.
  - Maintaining the security and integrity of the testing environment.
- **Test Administration Staff:** Are responsible for:
  - Training proctors on this practice.
  - Providing secure storage for examinee electronic devices, if applicable.
  - Investigating any reported violations of this policy.

# Changes and Edits to Assessment Plan

Any changes to the district assessments plan will be presented and discussed during Central Office Administration (COA) and presented to the board for approval.

**2025-2026**
- Removed
  - F&P
  - Gates and Slosson
  - NWEA for grades 7 and 8
  - FAST as SSD Screener
  - SRSS-IE
- Added
  - MRH Assessment Philosophy and Core Principles Section
  - Proctor Electronic Devices Section
  - STAR for grades 7 and 8
  - Brigance for Preschool
- Updated Testing Policy ILA to reflect newly adopted version

**2024-2025**
- Removed
  - Listen to Learn (LTL) Math Assessment
- Added
  - ACT WorkKeys
  - SAEBRS
  - Missouri Physical Fitness assessments*
  - US Government and Civics assessments*
- Updated Dyslexia Screening assessments to be STAR CBM per state guidance

**2023-2024**
- Removed
  - IOWA Algebra Readiness
  - Math Learning Indicator
  - NWEA from 12th grade
  - Optional EOCs
- Added
  - Preschool Assessments: DIAL and ASQ
  - SRSS-IE

# Maplewood-Richmond Heights School District

# 2025-2026 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** STAR UA | **MAP** STAR UA | NWEA UA | NWEA **EOC** UA | NWEA UA | UA |
| Math | | STAR UA | STAR UA | STAR UA | **MAP** STAR UA | **MAP** STAR UA | **MAP** STAR UA | **MAP** STAR UA | **MAP** STAR UA | **MAP/EOC** STAR UA | **EOC** NWEA UA | NWEA UA | **EOC** NWEA 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** US Const Civics UA | **EOC** US Const Civics UA |
| Other | | WIDA / ACCESS | WIDA / ACCESS | WIDA / ACCESS | **MAP-A** DLM EE WIDA / ACCESS | **MAP-A** DLM EE WIDA / ACCESS | **MAP-A** DLM EE WIDA / ACCESS Fitness | **MAP-A** DLM EE WIDA / ACCESS | **MAP-A** DLM EE WIDA / ACCESS Fitness | **MAP-A** DLM EE WIDA / ACCESS | **MAP-A** DLM EE WIDA / ACCESS Fitness | **MAP-A** DLM EE Pre-ACT WIDA / ACCESS AP Tests ACCU | **MAP-A** DLM EE ACT & WorkKeys WIDA / ACCESS AP Tests ACCU ASVAB PSAT SAT | **MAP-A** DLM EE ACT & WorkKeys WIDA / ACCESS AP Tests SAT STAMP4S NOCTI/ACA |
| Student Screeners, Diagnostic and Surveys | DIAL-4 ASQ-3 & ASQ:SE-2; Brigance | STAR KEA PAST SAEBRS | STAR TTCT/CAP WISC Naglieri PAST SAEBRS | STAR PAST SAEBRS | STAR WISC CORE SAEBRS C&C | STAR WISC CORE SAEBRS C&C | STAR WISC CORE Fitness SAEBRS C&C | STAR WISC CORE SAEBRS C&C | STAR WISC Fitness SAEBRS C&C | STAR WISC SAEBRS Naviance C&C | NWEA Fitness SAEBRS Naviance C&C | NWEA SAEBRS Naviance C&C | NWEA SAEBRS Naviance C&C | SAEBRS 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. A score of 22 meets or exceeds the national average. (non-public 11th graders may participate during universal administration) |
| ACT WorkKeys | American College Test | Administered to students planning to go into the workforce after graduation. | Students in grades 11 or 12 | Spring | National Norms | Measures a range of skills needed in the workplace. Successful completion earns students a National Career Readiness Certificate |
| 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 |

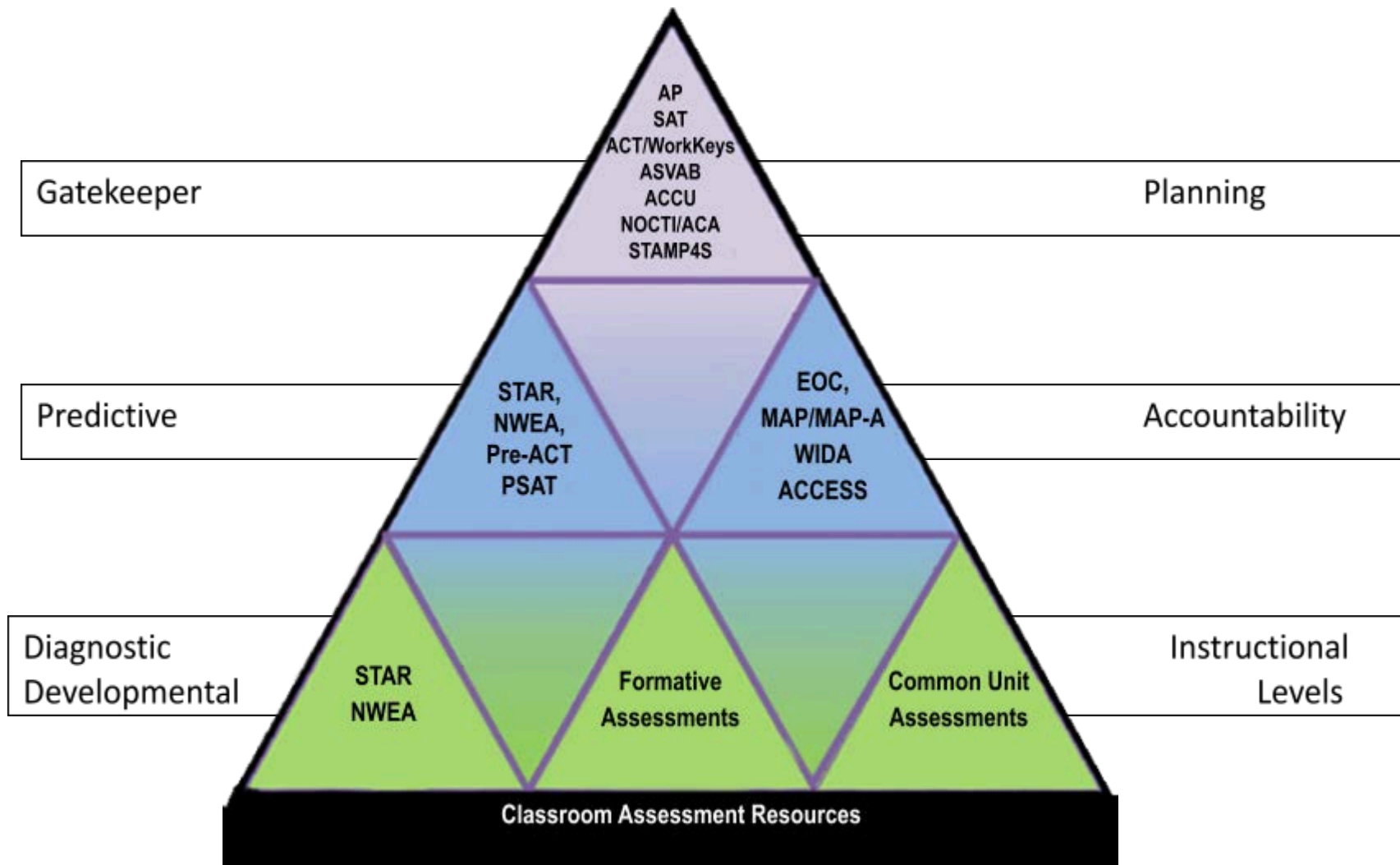| Code | Test Administered | Purpose | Who Takes | When Given | Test Type | Interpretation |
|------|-------------------|---------|-----------|------------|-----------|----------------|

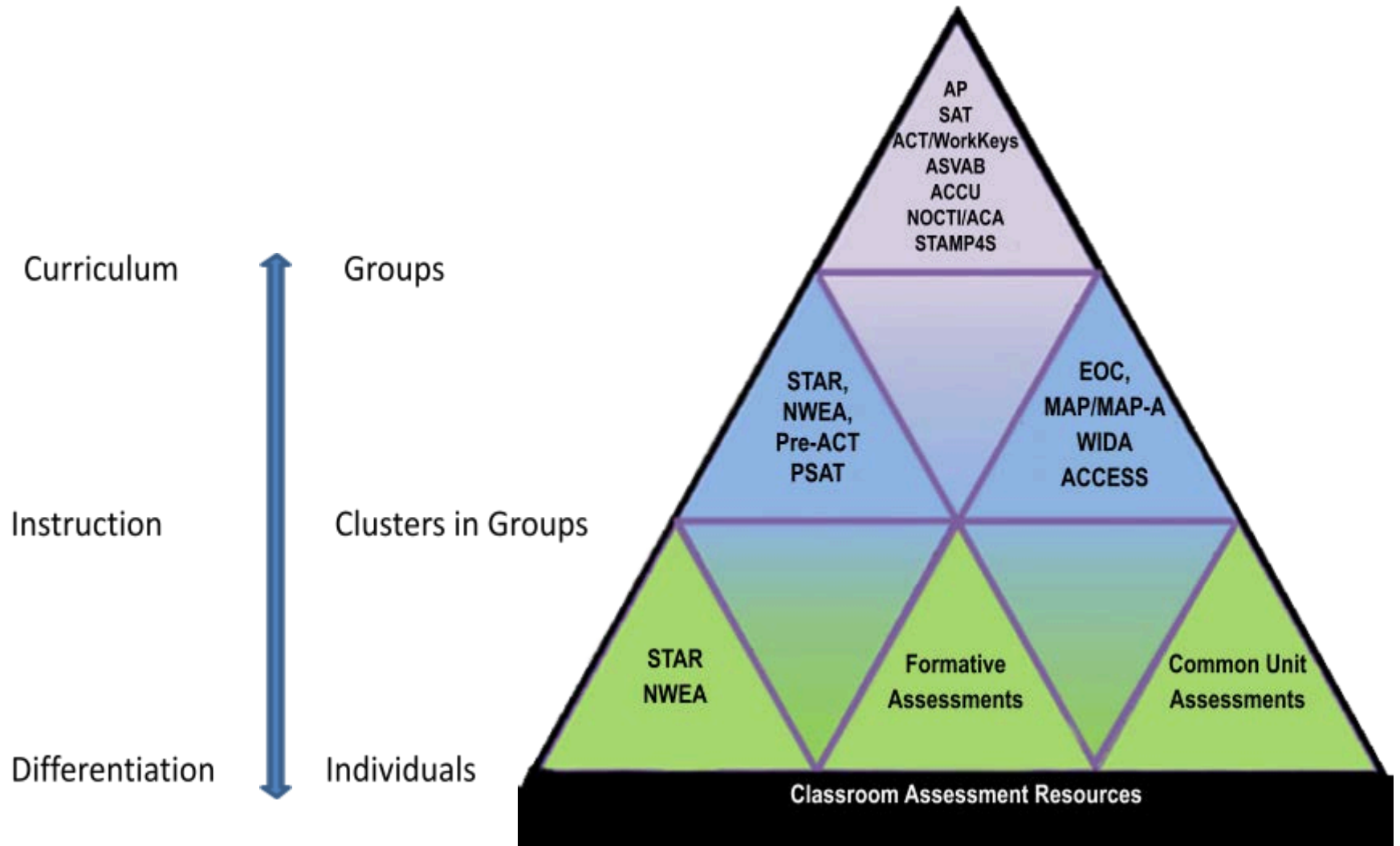| ASQ-3 & ASQ:SE-2 | Ages & Stages Questionnaire-3 /Social Emotional-2 | Developmental screening for social/emotional language, motor and intellectual | Birth-60 Months | Once per school year | Criterion | Used to screen a child's developmental and learning milestones to prevent an undetected developmental 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 |
| Brigance | Brigance-Early Childhood Screener | Developmental Screening tool for children ages 3-5 years old. | Ages 3-5 years old | Once per school year | Criterion | Used to screen a child's developmental and learning milestones to prevent an undetected developmental delay |
| 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. |
| Civics | Civics | Determine understanding and knowledge of Civics | All students in US Government | Fall or Spring | Criterion | Graduation requirement set by state law |
| CORE | Consortium on Reading Excellence | Individualized reading assessments to determine reading fluency, phonemic awareness and phonics | Grades 3-6 | Fall, Winter, Spring | Criterion | Serves as a diagnostic assessment for students identified as struggling in reading. |
| 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 skills | Grades K-12 eligible for MAP-A | September, January and May | Criterion | Identify gains for students who are beginning to develop math and reading academic skills. Monitor growth and modify instructional opportunities. |

| Code | Test Administered | Purpose | Who Takes | When Given | Test Type | Interpretation |
|---|---|---|---|---|---|---|
| EOC | End of Course Assessments | Mandated by the State of Missouri by course; includes multiple choice, constructed-response, and performance event | Students taking content in grades 8-12 | November and April | Criterion | Proficiency on content and accountability measure for state/federal requirements |
| Fitness | Missouri Physical Fitness Assessment | Measure individual and group fitness | Grades 5,7,9 | End of Year | Criterion | State fitness requirement |
| 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 |
| MAP-ADLM | 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 | Norm | Serves as a universal screener of general mental ability across verbal, nonverbal and quantitative content areas |
| NAVIANCE | Naviance | Platform for ongoing college and career exploration and planning. | Grades 6-12 | Spring or as deemed appropriate by counselors. | N/A | 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 |

| Code | Test Administered | Purpose | Who Takes | When Given | Test Type | Interpretation |
|---|---|---|---|---|---|---|
| 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 |
| 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 |
| SAEBRS | Social, Academic and Emotional Behavior Risk Screener | Screening tool used to identify students who may be at risk for social emotional behaviors with an opportunity for student voice as well | Grades K-12 | Fall, Winter, Spring | Local Norms | Used with other data points to inform instruction and make decisions regarding student social emotional needs for more intensive supports |
| SAT | Scholastic Aptitude Test | College entrance examination | Grades 11-12 | Determined by students | National Norms | College application requirement for some colleges. |
| 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 |

| Code | Test Administered | Purpose | Who Takes | When Given | Test Type | Interpretation |
|------|------|---------|-----------|------------|-----------|----------------|
| STAR 360 and STAR CBM | STAR Reading, STAR Early Literacy, STAR Math, STAR Content Based Measures | Diagnostic reading, math and literacy tests | 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. CBMs serve as required dyslexia screening. |
| 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 |
| US Const | US Constitution | Determine understanding and knowledge of US and Missouri Constitutions | All students in US Government | Fall or Spring | Criterion | Graduation requirement set by state law |
| 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



Gatekeeper — Planning

AP
SAT
ACT/WorkKeys
ASVAB
ACCU
NOCTI/ACA
STAMP4S

Predictive — Accountability

STAR, NWEA, Pre-ACT PSAT

EOC, MAP/MAP-A WIDA ACCESS

Diagnostic Developmental — Instructional Levels

STAR NWEA

Formative Assessments

Common Unit Assessments

Classroom Assessment Resources

Curriculum — Groups

Instruction — Clusters in Groups

Differentiation — Individuals

AP
SAT
ACT/WorkKeys
ASVAB
ACCU
NOCTI/ACA
STAMP4S

STAR,
NWEA,
Pre-ACT
PSAT

EOC,
MAP/MAP-A
WIDA
ACCESS

STAR
NWEA

Formative
Assessments

Common Unit
Assessments

Classroom Assessment Resources

# Calendar of Assessments

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

## Maplewood-Richmond Heights School District
# 2024-2025 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 UA | STAR UA | STAR 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** US Const Civics UA |
| Other | | WIDA / ACCESS F&P | 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 Fitness | **MAP-A** DLM EE FAST WIDA / ACCESS F&P | **MAP-A** DLM EE FAST WIDA / ACCESS Fitness | **MAP-A** DLM EE FAST WIDA / ACCESS | **MAP-A** DLM EE WIDA / ACCESS Fitness | **MAP-A** DLM EE Pre-ACT WIDA / ACCESS AP Tests ACCU | **MAP-A** DLM EE ACT & WorkKeys WIDA / ACCESS AP Tests ACCU ASVAB PSAT SAT | **MAP-A** DLM EE ACT & WorkKeys WIDA / ACCESS AP Tests SAT STAMP4S NOCTI/ACA |
| Student Screeners, Diagnostic and Surveys | DIAL-4 ASQ-3 & ASQ: SE-2 | STAR KEA PAST SRSS-IE SAEBRS | STAR TTCT/CAP WISC Gates/Slosson Naglieri PAST SRSS-IE SAEBRS | STAR FAST PAST SRSS-IE SAEBRS | STAR FAST WISC CORE SRSS-IE SAEBRS C&C | STAR FAST WISC CORE SRSS-IE SAEBRS C&C | STAR FAST WISC CORE Fitness SRSS-IE SAEBRS C&C | STAR FAST WISC CORE SRSS-IE SAEBRS C&C | NWEA FAST WISC CORE SRSS-IE SAEBRS C&C | NWEA FAST WISC SRSS-IE 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 |

# 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:SE-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 |

# Maplewood-Richmond Heights School District
## 2022-2023 District Assessment Matrix

| Content Area | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Communication Arts** | F&P STAR 360 KOF 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 | **MAP** NWEA UA | **MAP** NWEA UA | NWEA **EOC** UA | NWEA **EOC** UA | NWEA UA | NWEA 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** NWEA UA | **MAP/EOC** NWEA UA | **EOC** NWEA UA | **EOC** NWEA UA | **EOC** NWEA UA | NWEA UA |
| **Science** | UA | UA | UA | UA | UA | **MAP** UA | UA | UA | **MAP** NWEA UA | UA | UA | **EOC** NWEA 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 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 KOF RAN | STAR 360 TTCT/CAP WISC RAN GATES/SLOSSON Naglieri | STAR 360 TTCT/CAP WISC RAN CORE | STAR 360 RAN CORE | STAR 360 RAN CORE | STAR 360 RAN CORE Fitness | STAR 360 RAN CORE | NWEA IBSAAT Fitness | NWEA IBSAAT | NWEA Fitness | NWEA | NWEA | NWEA |
| **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 | NWEA | NWEA | | | | |

# 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 | **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/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 | **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 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 | **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 | AP Tests 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-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 | **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 IBSAA | STAR 360 IBSAA | SRI | 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 IBSAA | SRI | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| 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 | 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 IBSAA | SRI | 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** | **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 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* SRI | STAR 360* SRI IBSAA | 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 | 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

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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 DDA TN-CCSS 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.