

Elementary

	K entrance exam	Reading Well by 3rd Grade (Spring)	Quarterly Summative on Reading Benchmarks (Refine)	Study Island - Weekly	Reading Eggs-Weekly	WIDA ACCESS (EL)	FAST (all students)	Assess Now	OLPA (all students)
K	X	X	X		X	X	X	X	
1		X	X		X	X	X	X	
2		X	X		X	X	X	X	
3			X	X		X	X	X	X
4			X	X		X	X	X	X
5			X	X		X	X	X	X

Intervention Assessments:

- Reading Corps: Letter Names, Letter Sounds, Nonsense Words, CBM's.
 - 3 Benchmarks - Fall - 1st, 2nd, and 3rd grade; Winter - 1st, 2nd, and 3rd grade; Spring - K, 1st, 2nd, and 3rd
 - Weekly Progress Monitoring on Fluency.
- Title Reading
 - Use of Reading Levels, along with the FAST.

Elementary

Assessments	Who Takes Assessment?	Who gives Assessment?	Purpose	When
K entrance exam	All students who are 4 prior to Sept. 1 of the school year	K teachers, Coaches	To assess K readiness	Prior to the first day of school
FAST (aReading) Early Reading	All K-5 students	Classroom Teacher	Screeener, Diagnostic, Progress Monitoring	Fall, Winter, Spring
Assess Now	All K-5 students	Classroom Teacher, Title Teacher	To assess reading level (Similar to DRA)	Fall, Spring for all students and as needed for below-level students.
Quarterly Summative on Benchmarks	All K-5 students	Classroom Teacher	Show growth in learning, Show proficiency on grade level benchmarks	Quarterly
Study Island	All 3-5 students	Classroom Teacher	Frequent benchmark practice and progress monitoring	Weekly
Reading Eggs	All K-2 students	Classroom Teacher	Frequent benchmark practice, interactive lessons, and progress monitoring	Daily/Weekly
WIDA ACCESS (EL)	All EL students	EL Teacher (pull out)	To determine and track Reading, Writing, Speaking, and Listening proficiency for EL	Spring

			Students.	
OLPA	All 3-5 students	Classroom Teacher, Coaches, DAC	To prepare students for a test similar to the MCA, and determine Lexile level	January
Reading Well By Third Grade	All K-3 students	Literacy Coach	Reporting literacy proficiency progress and literacy plan to the state of MN using FAST data	Spring
MCA	All 3-5 students	Classroom Teachers, Coaches, DAC	To measure proficiency on MN state benchmarks	Spring

Secondary

	Study Island - Weekly (Increase fidelity)	WIDA ACCESS (EL)	OLPA (all students)	IB MYP Summative Rubrics (Tracking)	Benchmark Assessments	ACT Suite	FAST -for students who are not proficient MS -Students below grade level HS - Students far below
6	X	X	X	X	X		X
7	X	X	X	X	X		X
8	X	X	X	X	X	Explore	X
9		X	X	X	X		X
10	X	X	X	X	X	Plan	X
11	X	X		X	X	ACT	
12		X		X	X	ACT	

Assessments	Who Takes Assessment?	Who gives Assessment?	Purpose	When
FAST (aReading)	All 6-12 students below benchmark (Partial or does not meet on MCA)	Dac, coaches	Screeners, Diagnostic, Progress Monitoring	Beginning of the Quarter 1-4, or whenever a new student enters
Study Island	All 6-8, 10 students	Classroom teachers	Frequent benchmark practice and progress monitoring	Weekly
WIDA (EL)	All students in EL Status	EL teachers + assessment team	To determine and track Reading, Writing, Speaking, and Listening proficiency for EL Students.	Spring
OLPA	All students 6-10	DAC, Coaches	determine lexile, akin to MCA	November and January
IB	6-12	Classroom teachers	End of Unit assessment	End of unit
Benchmark "Commatives" (a.k.a. Common Summatives)	6-12	Tested content (classroom teachers)	Show growth in learning, Show proficiency on grade level benchmarks	3 per quarter (secondary)
ACT Suite	Explore: All 8 Plan: All 10 ACT: All 11, 12?	Dac		
MCA	All students in grades 6-8,10	Dac	To measure proficiency on MN state	Spring

			benchmarks	
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