The Heights Student Assessments 2019-2020

Assessment	Assessment Dates	Grade Levels	Staff Member Responsible	How do parents get information? Training for parents? Parent Academy	Description of Assessment: What They Assess How They Assess Ex: formative assessments, running records, work sampling, unit tests, etc.
Pre-K Assessments (Literacy)	Sept 16-Oct 11 Jan 6-Jan 24 April 29-May 15	Pre-K	Pre-K Teachers	• Welcome Meeting materials • Parent support materials	Assessments are given 1 on 1 with the classroom teacher. 1. Concepts About Print (CAP) 2. Recognizes and names letters of the alphabet 3. Identifies colors 4. Shows understanding of order and position of objects
Pre-K Assessments (Math)	Sept 16-Oct 25 Jan 6-Feb 7 May 4-June 1	Pre-K	Pre-K Teachers	• Welcome Meeting materials • Parent support materials	Assessments are given 1 on 1 with the classroom teacher. 1. Demonstrates understanding of 1-1 correspondence while counting 10 objects 2. Recognizes and duplicates a simple AB pattern 3. Recognizes and names numerals (1-30) 4. Sorts objects into subgroups and makes comparisons by 1 or 2 characteristics 5. Identifies and names common shapes
FAST Literacy	Sept 23-Oct 7 Jan 6-Jan 24	Grades K-5	Grades K-5 Teachers	• Classroom newsletters, • Parent/Teacher Conferences	`The SPPS Core Reading Assessment Battery provides multiple data points to establish profiles for each student that are used to determine starting points and pathways for

	May 12-June 1				individualized instruction. During the pre-year and mid-year assessment periods, the analysis of multiple data points informs decisions regarding instructional strategies, small group rotations, and teaching focuses during the literacy block. The end-of-year assessment period provides multiple data points to determine individual student growth. Not all parts of the assessment battery are administered to all students during each assessment window. A student's grade and level of literacy development will determine which assessments to administer. See the tables on pages two and three of this document for assessment administration guidance. Throughout each assessment window, whole-class instruction will continue. The assessment window allows for individual screening of students during literacy work time/small group instructional time. Information on progress monitoring will be forthcoming.
CogAt 7	Oct 7-Oct 25	1-5	Enrichment/GT Staff	• Parent Letter • Parent Notification of results	What does CogAT7 mean? Cognitive Abilities Test Form 7. The seven means that it is the seventh version of the assessment. The test has three sections that are described below. VERBAL: This section of the test includes: • Verbal analogies • Sentence Completion • Verbal Classification QUANTITATIVE: This section of the test includes: • Number Analogies

					• Number Puzzles • Number Series NONVERBAL: This section of the test includes: • Figure Matrices • Paper Folding • Figure Classification Portfolio submission for students not assessed by the CogAt 7 completed by teachers and/or parents
CogAt 7 Screening	Nov 4-Nov 12	K	Enrichment/GT Staff Kindergarten Teachers	• Parent Letter • Parent Notification of results	Kindergarten students take a shortened version of the CogAt 7 measuring the same areas.
ACCESS 2.0 for ELLs	Jan 27-March 20	K-5	ELL Teachers	• Parent Letter • Parent Notification of results	State and federal laws require that all identified EL students in grades K-12 are assessed annually to measure their English language proficiency and progress in learning English in the four domains of reading, writing, listening, and speaking. The district uses WIDA Assessments to assess all identified English Language Learners using the WIDA Screener and the ACCESS for ELLs 2.0 test. The WIDA Screener is used in the initial EL identification, whereas the ACCESS for ELLs is administered annually to assess the English language proficiency and to monitor EL students' language growth. Both tests are available as either a paper-based or online assessment.
MTAS Reading	March 3-May 1	3-5	SPED Teachers	• Parent Letter • Parent Notification of results	The Minnesota Test of Academic Skills (MTAS) is Minnesota's alternate assessment for students with the most significant

					cognitive disabilities. It is designed exclusively for use with students who receive special education services and whose participation has been determined on an individual basis by an Individualized Education Program (IEP) team.
MTAS Math	March 2-May 1	3-5	SPED Teachers	• Parent Letter • Parent Notification of results	The Minnesota Test of Academic Skills (MTAS) is Minnesota's alternate assessment for students with the most significant cognitive disabilities. It is designed exclusively for use with students who receive special education services and whose participation has been determined on an individual basis by an Individualized Education Program (IEP) team.
MTAS Science	March 3-May 1	5	SPED Teachers	• Parent Letter • Parent Notification of results	The Minnesota Test of Academic Skills (MTAS) is Minnesota's alternate assessment for students with the most significant cognitive disabilities. It is designed exclusively for use with students who receive special education services and whose participation has been determined on an individual basis by an Individualized Education Program (IEP) team.
MCA Science	March 3-May 8	5	Classroom Teachers SPED Teachers	• Parent Letter • Parent Notification of results	The purpose of Minnesota assessments is to evaluate Minnesota students' achievement measured against the Minnesota Academic Standards. Assessment results can be used to inform curriculum decisions at the district and school level, inform instruction at the classroom level and demonstrate student academic progress from year to year.

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MCA Math	March 2-May 1	3-5	Classroom Teachers SPED Teachers	• Parent Letter • Parent Notification of results	The purpose of Minnesota assessments is to evaluate Minnesota students' achievement measured against the Minnesota Academic Standards. Assessment results can be used to inform curriculum decisions at the district and school level, inform instruction at the classroom level and demonstrate student academic progress from year to year.
Formative Assessments, Running Records,	Ongoing	K-5	Classroom Teachers SPED Teachers MLL Teachers	• Classroom newsletters, • Parent/Teacher Conferences • Weekly Progress Reports • IEP Goals and Progress Reports	Biweekly assessments measuring progress in math and reading. Tools used: Running records Comprehension questions Spelling tests Math quizzes Rubrics and Checklists Technology-based portfolios