

## ASSESSMENTS K-5

| <p style="text-align: center;"><b>District Comprehensive Summative Assessment</b></p> <p style="text-align: center;">Administered by: Classroom Teachers,<br/>Literacy Specialists, Intervention Specialists<br/>Fall, Spring<br/>Record data in Skyward data system</p>  | Grade Level | Testing window | <p style="text-align: center;"><b>DIBELS</b><br/>(Dynamic Indicators of Basic Early Literacy Skills)<br/><b>Screening Assessments</b></p> <p style="text-align: center;">Administered by: Screening Team<br/>Fall, Winter, Spring<br/>Record data in DIBELS data system</p>  | Grade Level | Testing window    | <p style="text-align: center;"><b>GUIDE INSTRUCTION &amp; REPORT CARDS</b><br/><b>Formative Assessments</b></p> <p style="text-align: center;">Administered by: Classroom Teachers<br/>Ongoing<br/>Record data at classroom level</p>  |
|---|-------------|----------------|--|-------------|-------------------|--|
| <ul style="list-style-type: none"> <li>To provide long-term district data on all elementary students and track grand-scale progress monitoring at the district level.</li> <li>To help teachers identify areas to target instructional support.</li> <li>To examine the effectiveness of instructional supports.</li> </ul> |             |                | <ul style="list-style-type: none"> <li>To identify students who may be at risk for reading difficulties (universal screener).</li> <li>To help teachers identify areas to target instructional support.</li> <li>To monitor at-risk students while they receive additional targeted instruction.</li> <li>To examine the effectiveness of instructional supports.</li> </ul> |             |                   | <ul style="list-style-type: none"> <li>To provide continuous observation of student progress.</li> <li>To provide immediate feedback.</li> <li>To provide direction for instructional moves with the intent of accelerating student learning.</li> <li>To provide data collection for report cards.</li> </ul> |
| Kindergarten Reading: Letter Identification (LID, all letters) , Concepts about Print (CAP)   | K           | F S            | First Sound Fluency -FSF (Phonemic Awareness)  | K           | F W               | Running Records  |
| Kindergarten Word Study: Hearing and Recording Sounds in Words (HRSW), High Frequency Words (HFW)   | K           | F S            | Letter Naming Fluency-LNF (Risk indicator not Letter ID)   | K<br>1      | F W S<br>F        | Benchmark Assessment Kit   |
| Text Reading Level, (Spring scores become Fall baseline score)  | K-5         | F S            | Phoneme Segmentation-PS (Phonemic Awareness)   | K<br>1      | W S<br>F          | Student Artifacts  |
| Text Reading Level Proficiency Marker (K-5 progression benchmark as student approaches levels D,I, M,O, Q, T)   | K-5         | When ready     | Nonsense Word Fluency -NWF (Alphabet principle/phonics)  | K<br>1<br>2 | W S<br>F W S<br>S | Additional assessments for trimester report cards: Letter Identification, Concepts about Print, High Frequency Words, Hearing and Recording Sounds in Words, Text Reading Level, word features, Reading, Writing and Words Study Workshop ongoing data.  |
| Writing: Structure, Development, Conventions  | K-5         | F S            | DIBELS Oral Reading Fluency -DORF (phonics, word attack, accuracy & fluency with connected text, comprehension)  | 1<br>2-5    | W S<br>F W S      | <p><b>Notes:</b><br/>Will reconsider district assessments and alignment with new curriculum materials after 2018-2019 initial implementation year.</p> <p>Times allotted for administering assessments will vary across the grade levels and the proficiency level of the administrator.</p>                   |
| Math Screener (Spring scores become Fall baseline score)  | K-5         | F S            | Daze (Reading comprehension)   | 3-5         | F W S             |  |
| Math Inventory  | 5           | F S            |  |             |                   |  |
| Reading Inventory   | 5           | F S            |  |             |                   |  |

## Assessments – 2018-2019 Scheduled Dates

### District – level Assessments

**Math Inventory - The Math Inventory (MI) is a research-based, adaptive math assessment that measures math abilities and longitudinal progress from Kindergarten through Algebra II. It can be administered in a group setting in around 40 minutes.**

- Students assessed 3 – 5 times a year; grades 5 – 8; high school as needed
- MI Test Windows
  - Elementary
    - September 10<sup>th</sup> – 19<sup>th</sup> (8 days)
    - February 4<sup>th</sup> – 13<sup>th</sup> (8 days)
    - May 6<sup>th</sup> – 15<sup>th</sup> (8 days)
  - Middle school
    - August 30<sup>st</sup> – September 7<sup>th</sup> – establish a baseline for 6<sup>th</sup> grade (6 days)
    - September 10<sup>th</sup> – 18<sup>th</sup> – grades 7 and 8 (7 days)
    - October 15<sup>th</sup> – 19<sup>th</sup> (5 days)
    - December 13<sup>th</sup> – 21<sup>st</sup> (7 days)
    - March 1<sup>st</sup> – 15<sup>th</sup> (11 days)
    - May 9<sup>th</sup> – 17<sup>th</sup> (7 days)
  - High school – done as needed
    - September 4<sup>th</sup> – 10<sup>th</sup>; establish a baseline (5 days)
    - January 22<sup>nd</sup> – 31<sup>st</sup> – if needed (8 days)
    - May 15<sup>th</sup> – 24<sup>th</sup> (8 days)

**Reading Inventory - The Reading Inventory (RI) is a research-based, adaptive student assessment program that measures reading skills and longitudinal progress from Kindergarten through college readiness. It can be administered in a group setting in around 30 minutes**

- Students assessed 3 times a year; grades 5 – 8; high school as needed
- RI Test Windows
  - Elementary
    - September 19<sup>th</sup> – 28<sup>th</sup>; establish a baseline (7 days)
    - February 4<sup>th</sup> – 13<sup>th</sup> (8 days)
    - May 6<sup>th</sup> – 15<sup>th</sup> (8 days)
  - Middle school
    - August 30<sup>st</sup> – September 7<sup>th</sup> – establish a baseline (7 days)
    - December 13<sup>th</sup> – 21<sup>st</sup> (7 days)
    - May 6<sup>th</sup> – 17<sup>th</sup> (10 days)
  - High school – students in Reading classes
    - August 30<sup>st</sup> – September 7<sup>th</sup> – establish a baseline (7 days)
    - Early to mid-January – dates as needed

- Mid-May – dates as needed

## State – level Assessments

**ACCESS 2.0 / ACCESS Alt** – English Language Learner (ELL) students; Grades K - 12

ACCESS for ELLs 2.0® stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. This large-scale test addresses the academic English language proficiency (ELP) standards for instructing and evaluating the progress of English learners. ACCESS for ELLs is taken annually by identified English learners to measure their English proficiency. For more information: <http://doe.sd.gov/assessment/elp.aspx>

Test Window: January 28 – February 28, 2019 – please visit with your student's school for testing dates and times.

**Smarter Balanced** (SBAC) – English Language Arts and Math Assessments; Grades 3 – 8 & 11

South Dakota is part of the SMARTER Balanced Assessment Consortium, or SBAC. The SBAC is a consortium of states that have been working collaboratively to develop a student assessment system aligned to the Common Core State Standards in English language arts and math. For more information: <http://doe.sd.gov/Assessment/SMARTERbalanced.aspx>

Test Window: March 6 – May 3, 2019 – please visit with your student's school for testing dates and times.

**SD Science** – Grades 5, 8 & 11

The South Dakota Science tests measures students' mastery of the South Dakota State Academic Standards in Science adopted in May, 2015 at grades 5, 8, and 11. This test will cover the grade spans of 3-5, 6-8, and high school. Questions will come equally as possible from life, physical, and earth sciences at all 3 tested levels. For more information:

<http://doe.sd.gov/Assessment/science.aspx>

Test Window: April 1 – May 3, 2019 – please visit with your student's school for testing dates and times.

Alternate Assessment is available for students who have met the significant cognitive disability criteria. These students are assessed in English language arts, math, and science. For more information: <http://doe.sd.gov/assessment/alternate.aspx>

**MSAA** – Alt ELA and Math Assessment; Grades 3 – 8 & 11

The Multi-State Alternate Assessment (MSAA) is a comprehensive assessment system designed to promote increasing higher academic outcomes for students with significant cognitive disabilities in preparation for a broader array of post-secondary outcomes. The MSAA is designed to measure academic content that is aligned to and derived from our state's content standards.

Test Window: March 11 – May 3, 2019 – please visit with your student's school for testing dates and times.

**Science Alt** – Grades 5, 8 & 11

Students in grades 5, 8, and 11 will be tested over the South Dakota Science standards adopted in May, 2015. The standards tested will be grade spans from grades 3-5, 6-8, and high school.

Test Window: April 1 – May 3, 2019 – please visit with your student's school for testing dates and times.

All State-level assessment student score reports are sent out per South Dakota Department of Education guidelines and recommendations.