



# Columbia PUBLIC SCHOOLS

## Columbia Public Schools Assessment Plan

Assessment is a critical part of school improvement and student learning. The district assessment plan allows the district to gather information for a variety of purposes. Well-designed and appropriately used assessments provide the following benefits:

- 1) Teachers gain information about individual students' strengths and weaknesses.
- 2) Teachers can evaluate the effectiveness of their instruction.
- 3) Teachers can provide intervention in a timely manner.
- 4) Students are made aware of their skills in a variety of areas.
- 5) Teachers, parents, students, and policy makers make more informed decisions.
- 6) Programs can be evaluated for their impact on learning.
- 7) School buildings and the district as a whole can report on academic progress.

The Columbia Public School District Assessment Plan consists of a variety of assessment types and formats including norm-referenced tests, criterion-referenced tests, nationally developed tests, and locally-developed assessments in core content areas. Standard Reference Grading will be used along with the assessment plan to monitor the progress of all scholars in curriculum standards. All kindergarten through 8th grade students will be assessed diagnostically three times a year with i-Ready. Some students will also have progress checks every 6 weeks to help ensure they are on track with their learning. In addition to assessment on learning, students pre k through 12 grade will be assessed using the Coalition Checklist two times a year. The Coalition Checklist is used to assess the social and emotional readiness of the student. The primary goal of the assessment plan is to monitor and improve student performance and achievement. A second equally important role of assessment is to provide the necessary information to improve curriculum and instructional practices.

These two goals are inextricably linked and cannot be considered apart from each other.

No single assessment or assessment type can serve all the needs for information; therefore, the assessment plan includes a wide range of instruments and procedures. Using multiple sources of assessment information can frame the answers to key student performance and school improvement questions including:

- 1) Is Columbia Public School District achieving a high level of performance?
- 2) Which areas of student achievement are in need of improvement?
- 3) Are the district and building educational programs improving learning outcomes for students?
- 4) Are Columbia Public School District's educational programs achieving the designed results?
- 5) Which students are in need of alternative instructional strategies?
- 6) How much value is being added for CPS students?

The answers to some questions carry high stakes for individual students and schools (i.e., district, state, and national accountability). The higher the stakes, the more vital it is to ensure that assessments used to gather information are reliable and valid for the intended use and administered in a standardized manner. Lower stakes questions can be answered with frequent, informal assessments and varying assessment types because the answers to these questions do not carry such serious consequences (i.e., questions about trying a different instructional strategy). The purpose of an assessment is always considered when selecting/developing an assessment instrument and interpreting results.

**All dates and time frames are subject to change at the discretion of the Superintendent and Executive Director of Assessment, Intervention, Data, and Innovation.** When possible, the calendar will be updated with those changes.

This plan is in compliance with [Board Policy IL-1](#) and 5 CSR 20-100:

<https://www.sos.mo.gov/cmsimages/adrules/csr/current/5csr/5c20-100.pdf>

& Sections 1112(e)(2)(A)-(B) of the Every Student Succeeds Act (ESSA): <https://www2.ed.gov/documents/essa-act-of-1965.pdf>



## District Wide Assessment & Survey Calendar 2023-2024

All state and local assessments are required of all scholars enrolled full time or enrolled in a course relevant to the assessment unless otherwise indicated in the [Assessment and Survey Opt-Out Procedures](#).

### Elementary School (PK-5)

	<u>Assessment</u>	<u>Grade Levels</u>	<u>Assessment Window</u>
Fall	Kindergarten Observation Form	K	Sep 5-Sep 29
	i-Ready Reading & Math	K	Sep 18-Sep 29
	i-Ready Reading & Math	1-5	Aug 22-Sep 29
	Kindergarten Observation Form	PK	Multiple Observations Throughout the School Year
	High Scope COR	PK	Multiple Observations Throughout the School Year
	Coalition Checklist <sup>1</sup>	PK-5	Sep 26-Oct 13
	Climate Survey	5	October
	Physical Fitness Test - Pre	5	October
	NNAT3	New scholars in 1 <sup>st</sup> & 3-5	Oct 2-Oct 13
i-Ready Growth Check (Reading & Math)	K-5	Oct 30-Nov 17	
Winter	<u>Assessment</u>	<u>Grade Levels</u>	<u>Assessment Window</u>
	NEE Scholar Survey	4-5	Nov 6-17
	Classroom Observation Record	PK (but not eligible for Kindergarten next year)	November
	i-Ready Reading & Math	K-5	January 16-Feb 2
	Coalition Checklist <sup>1</sup>	PK-5	Jan 29-Feb 9
ACCESS <sup>2</sup>	K-5	Jan 8-Feb 23	
Spring	<u>Assessment</u>	<u>Grade Levels</u>	<u>Assessment Window</u>
	NNAT3	K, 2	Feb 26-March 22
	MAP	3-5 (CA 3,4,5; MA 3,4,5; SC 5)	April 15-May 10
	i-Ready Reading & Math	K-5	April 29-May 17
	Classroom Observation Record	PK (but not eligible for Kindergarten next year)	May
Physical Fitness Test - Post	5	May	

<sup>1</sup> Coalition Checklist Survey is completed by both Teachers and Scholars

<sup>2</sup> ACCESS is given to scholars eligible for ELL Services



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### Middle School (6-8)

	<u>Assessment</u>	<u>Grade Levels</u>	<u>Assessment Window</u>
Fall	i-Ready Reading & Math	6-8	Aug 22-Sep 29
	Coalition Checklist <sup>1</sup>	6-8	Sep 26-Oct 13
	Climate Survey	8	October
	Physical Fitness Test - Pre	7	October
	i-Ready Growth Check (Reading & Math)	6-8	Oct 30-Nov 17
		<u>Assessment</u>	<u>Grade Levels</u>
Winter	NEE Scholar Survey	6-8	Nov 6-17
	i-Ready Reading & Math	6-8	January 16-Feb 2
	Coalition Checklist <sup>1</sup>	6-8	Jan 29-Feb 9
	Body U Teens	7-8 girls only	Jan 29-Feb 9
	ACCESS <sup>2</sup>	6-8	Jan 8-Feb 23
		<u>Assessment</u>	<u>Grade Levels</u>
Spring	MAP <sup>3</sup>	6-8 (CA 6,7,8; MA 6,7,8; SC 8)	April 15-May 10
	End of Course (EOC) Exams	Alg 1	April 15-May 10
	i-Ready Reading & Math	6-8	April 29-May 17
	Physical Fitness Test - Post	7	May

1 Coalition Checklist is completed by both Teachers and Scholars

2 ACCESS is given to scholars eligible for ELL Services

3 Scholars in Alg 1 will not take the Math section of the MAP Tests.



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### High School (9-12)

	<u>Assessment</u>	<u>Grade Levels</u>	<u>Assessment Window</u>
Fall	i-Ready Reading & Math	9-10 11 <sup>th</sup> grade scholars in intervention or who could need intervention	Aug 22-Sep 29
	Coalition Checklist <sup>1</sup>	9-12	Sep 26-Oct 13
	Climate Survey	11	October
	Physical Fitness Test - Pre	9	October
	PSAT	10-11 (optional)	October 12
	Accuplacer	12 (if no ACT, Accuplacer, ASVAB, or ACTWorkKeys on file)	October
	Equal Opportunity Schools Survey	9-12	TBD
	Winter	<u>Assessment</u>	<u>Grade Levels</u>
NEE Scholar Survey		9-12	Nov 6-17
Physical Fitness Test - Post (Semester 1)		9	December
Equal Opportunity Schools Survey (EOS)		9-11	December
End of Course (EOC) Exams <sup>2</sup>		Subject Specific	December 4-15
i-Ready Reading & Math		Only 9-11 <sup>th</sup> grade scholars enrolled in reading or math intervention or who could need intervention	December-January
Coalition Checklist <sup>1</sup>		9-12	Jan 29-Feb 9
Body U Teens		9-12 girls only	Jan 29-Feb 9
ACCESS <sup>3</sup>		9-12	Jan 8-Feb 23
Physical Fitness Test- Pre	9	February	
Spring	<u>Assessment</u>	<u>Grade Levels</u>	<u>Assessment Window</u>
	Advance Questionnaire (Title I Buildings only)	9-12	March or April (TBD)
	ACT	11	April 9 (Make-ups April 23)
	US/MO Constitution Test	9	April 1-May 10
	End of Course (EOC) Exams	Government, Biology, Algebra 1 & 2, English II	April 15-May 10
	i-Ready Reading & Math	Only 9-11 <sup>th</sup> grade scholars enrolled in reading or math intervention or who could need intervention	April 29-May 17
	AP Test	9-12	TBD
Physical Fitness Test - Post	9	May	



# District Wide Assessment & Survey Calendar 2023-2024

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**Some assessments listed below are not on the calendar and may be given as screening measures to determine appropriate instructional strategies for curriculum implementation, monitoring progress, or for another purpose as listed on the following pages. They will be administered based on need as determined by the school.**

**ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)**

<https://www.languagetesting.com/aappl>

**ACCESS**

<https://www.wida.us/assessment/ACCESS20.aspx>

**ACCUPLACER**

<https://accuplacer.collegeboard.org/>

**ACT/ACT WorkKeys**

<https://www.act.org/>

**Advance Questionnaire**

<https://dese.mo.gov/quality-schools/mo-school-improvement-program/advance-questionnaire>

**aimswebPlus**

<https://www.aimsweb.com/about/faqs>

**Advanced Placement Test**

<https://apscholar.collegeboard.org/takingtheexam/about-exams>

**ASVAB (Armed Services Vocational Aptitude Battery)**

<https://www.military.com/join-armed-forces/asvab>

**Becker Work Adjustment Profile–2<sup>nd</sup> Edition**

<https://www.proedinc.com/Products/15060/bwap2-becker-work-adjustment-profilesecond-edition.aspx>

**Benchmark Oral Reading Records**

- Brochure: [https://onlinepublications.s3.us-east-2.amazonaws.com/Brochures/B8380\\_ORR\\_Brochure/index.html#page=8](https://onlinepublications.s3.us-east-2.amazonaws.com/Brochures/B8380_ORR_Brochure/index.html#page=8)
- Video: [https://www.youtube.com/watch?v=HdjfS\\_4rMkc](https://www.youtube.com/watch?v=HdjfS_4rMkc)

**Body U Teens**

<https://sites.wustl.edu/bodyuteens/>

**Coalition Checklist**

Contact the Boone County Schools Mental Health Coalition

<http://bcschoolsmh.org/>

<http://bcschoolsmh.org/contact-us/general-information/>

**DRA-3**

Last Edited 11/28/23

Board Approved: 12/11/23



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<https://www.pearsonassessments.com/learningassessments/products/100001222/developmental-reading-assessment-2nd-edition-plus-dra2-dra2.html#tab-details>

### **End of Course Exam**

<https://dese.mo.gov/college-career-readiness/assessment/end-course>

### **Equal Opportunity Schools Survey**

<https://eoschools.org/>

### **Inventory of Early Development III**

<https://www2.curriculumassociates.com/products/detail.aspx?Title=BrigEC-IED3>

### **Iowa Algebra Aptitude Test**

<https://www.riverside-assessments.com/iowa-algebra-aptitude-test>

### **i-Ready**

<https://www.curriculumassociates.com/products/i-Ready/diagnostic-instruction.aspx>

### **Kindergarten Observation Form (KOF)**

<https://schoolreadinessassessment.org/>

### **KSA Math**

Contact Jenifer Smith with Columbia Public Schools

[jesmith@cpsk12.org](mailto:jesmith@cpsk12.org)

### **MAP (Missouri Assessment Program)**

<https://dese.mo.gov/college-career-readiness/assessment/grade-level>

### **Math Inventory**

<https://www.hmhco.com/programs/math-inventory>

### **NAEP (National Assessment for Educational Progress)**

<https://dese.mo.gov/college-career-readiness/assessment/naep>

### **NEE (Network for Educator Effectiveness) Scholar Survey**

Contact the building principal

### **NNAT-3 (Naglieri Nonverbal Ability Test-3<sup>rd</sup> Edition)**

<https://www.pearsonassessments.com/learningassessments/products/100001822/naglieri-nonverbal-ability-test-third-edition-nnat3.html#tab-details>

### **Observation Survey**

[https://www.cpsk12.org/cms/lib/MO01909752/Centricity/Domain/7105/Observation Survey Information.pdf](https://www.cpsk12.org/cms/lib/MO01909752/Centricity/Domain/7105/Observation%20Survey%20Information.pdf)

### **PAST (Phonological Awareness Skills Test)**

The PAST is an informal assessment used by teachers to determine scholar level of phonological awareness. More information is available in the book Sounds in Action: Phonological Awareness Activities & Assessment. ISBN: 1884548326



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[https://www.amazon.com/Sounds-Action-Phonological-Activities-Assessment/dp/1884548326/ref=sr\\_1\\_1?ie=UTF8&qid=1515774086&sr=8-1&keywords=Sounds+in+Action%3A+Phonological+Awareness+Activities+%26+Assessment](https://www.amazon.com/Sounds-Action-Phonological-Activities-Assessment/dp/1884548326/ref=sr_1_1?ie=UTF8&qid=1515774086&sr=8-1&keywords=Sounds+in+Action%3A+Phonological+Awareness+Activities+%26+Assessment)

### **Phonics Screener for Intervention**

<https://store.95percentgroup.com/psischoolsitelicense.aspx>

### **Physical Fitness Test**

Contact Kimberly Goforth with CPS

[KGoforth@cpsk12.org](mailto:KGoforth@cpsk12.org)

### **Picture Interest Career Survey**

<http://jist.emcp.com/picture-interest-career-survey.html>

### **PreLas**

<https://laslinks.com/prelas/>

### **Press Tools**

<https://presscommunity.org/>

### **PSAT**

<https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10/inside-the-test>

### **Reading-Free Vocational Interest Inventory**

<https://www.proedinc.com/Products/15055/readingfree-vocational-interest-inventorysecond-edition-rfvii2.aspx>

### **Missouri Student Survey (formerly Safe and Drug Free Schools Survey)**

<https://dmh.mo.gov/alcohol-drug/missouri-student-survey>

### **SAT**

<https://collegereadiness.collegeboard.org/sat>

### **Spelling and Word Study Inventory**

Contact Elementary English Language Arts Coordinator with CPS

### **Climate Survey**

Contact David Wilson with CPS

[dawilson@cpsk12.org](mailto:dawilson@cpsk12.org)

### **Standards Based Measure of Proficiency (STAMP 4S)**

<https://avantassessment.com/stamp4s>

### **Structured Observation**

<https://www.emporia.edu/~persingj/systematicobservation.pdf>

### **US/MO Constitution Test**

Contact Joy Bess with CPS

[jbess@cpsk12.org](mailto:jbess@cpsk12.org)

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### WISC-V (Wechsler Intelligence Scale for Children-5<sup>th</sup> Edition)

<https://www.pearsonclinical.com/psychology/products/100000771/wechsler-intelligence-scale-for-childrensupsupfifth-edition--wisc-v.html#tab-details>

### Woodcock-Johnson Tests of Achievement 4<sup>th</sup> Edition

[https://riversideinsights.com/woodcock\\_johnson\\_iv](https://riversideinsights.com/woodcock_johnson_iv)

#### Assessment Information

Assessment	Subject	Purpose	Required by	Time	Format for disseminating results
AAPPL	Biliteracy assessment	Assesses language proficiency to determine if scholar is biliterate.	Not required	180 minutes	Counselors distribute results to scholars.
ACCESS	Language & academics	For English Language Learners to assess needs for support	State	Up to 170 minutes	Sent to parents via Friday folder or U.S. mail.
ACCUPLACER	Math, Reading, & Writing	Used as part of the process for applying to Early College or for seniors with no ACT (or equivalent) score on file	Not required unless it is for a senior with no ACT (equivalent) on file	90 minutes	Sent to the scholar by College Board.
ACT/ACT WorkKeys	Reading, English, Science reasoning, math	For 11 <sup>th</sup> grade scholars to assess college readiness and academic achievement	District	175 minutes	Sent to the scholar by ACT.
Advance Questionnaire	School Climate and instructional practices	Survey to determine climate and practices in Title I buildings ahead of MAP	State	10 minutes	Results are provided by the state in aggregated format only
aimswebPlus	Reading, writing, & math	Monitor academic progress	District	Typically, less than 10 minutes	Teacher communicates as needed.
Advanced Placement (AP) Test	Varies	Awards college credit.	Not required, but available for scholars who choose to take it	Varies	Sent to the scholar by College Board.
ASVAB	Academics, aptitude, and interest inventory	Career exploration and aptitude	Not required	90 minutes	Given to the scholar upon completion by testing company.
Becker Work Adjustment Profile-2 <sup>nd</sup> Edition	Career readiness	For scholars in selected district special education classrooms to assess needed work supports	District	30 minutes for teacher to complete. No scholar time.	Results communicated in scholar IEP
Benchmark Oral Reading Records	Reading	Capture reading behaviors during authentic reading (decoding, comprehension, & fluency) and pinpoint text reading level	District as determined by teacher need	5-10 minutes per text	Teacher communicates as needed.





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Assessment	Subject	Purpose	Required by	Time	Format for disseminating results
Body U Teens	Measure mental health	Identify scholars who need additional support with food and body image (grades 7-12 for females assigned at birth)	Optional, Parents must opt-in due to federal funding	10 minutes	School nurse communicates results as needed
Coalition Checklist	Interpersonal relationships, behavior, and emotions	Survey to assess relationships with peers, emotions, and social behavior	District—parents may opt out	30 minutes	<a href="#">Parent Portal</a> in the icon Scholar Data for Parents
DRA-3	Reading	Inform reading instruction	Not required	90 minutes	Parent-Teacher conferences
EOC (End of Course exam)	Algebra I, English 2, Government, Biology are required. Algebra 2 is also required for scholars who took Algebra 1 in middle school. Other subjects are optional.	Measure academic progress	State	55-110 minutes depending on subject	<a href="#">Parent Portal</a> in the icon Scholar Data for Parents
Equal Opportunity Schools Survey	NA	To determine support needed for Advanced Placement and Dual Credit/Enrollment courses	Not required	30 minutes	Upon parent request
Inventory of Early Development III	Reading, math	To measure academic progress for scholars on an IEP who qualify for alternative district assessments	District	10-25 minutes	Teacher communicates as needed
Iowa Algebra Aptitude Test	Math	To determine if scholars are ready to take algebra in middle school	District as needed	50 minutes	Teacher communicates as needed
i-Ready & i-Ready Reading Fluency	Reading & math	Measure academic progress. i-Ready reading Fluency measures may be given more frequently to measure the progress of individual students as needed. i-Ready Reading Fluency is used at teacher discretion to monitor the effectiveness of instruction and/or intervention.	District	45 minutes	<a href="#">Parent Portal</a> in the icon Scholar Data for Parents or Teacher communicates as needed
Kindergarten Observation Form	Kindergarten Readiness	Measures the school readiness for incoming kindergarteners	State	10 minutes	Teacher communicates as needed



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Assessment	Subject	Purpose	Required by	Time	Format for disseminating results
KSA Math	Math	Refine instructional needs in elementary math	Not required	30 minutes	Teacher communicates as needed
MAP (Missouri Assessment Program)	Math, reading, writing, social studies, science	Measure academic progress	State	85-165 minutes depending on grade and subject. 4 <sup>th</sup> & 8 <sup>th</sup> grade are on the higher end	<a href="#">Parent Portal</a> in the icon Scholar Data for Parents
Math Inventory	Math	Measures basic understanding of math principles	District	45-60 minutes	Teacher communicates as needed.
NAEP	Reading, Math, Science	Measure progress of schools nationwide	Federal—only selected schools, grades, and subjects are assessed	90-120 minutes	Individual scholar or school results are not given.
NEE Scholar Survey	Teacher evaluation	Provides scholar feedback on their teachers	District	10 minutes	Results are shared with the principal and central office only
NNAT-3	Cognitive ability	Screeners for gifted program	District	30 minutes	Teacher communicates as needed.
Observation Survey	Reading	Used for Reading Recovery selection and to assess progress of the intervention.	Required by District for 1 <sup>st</sup> grade scholars showing need for intervention	25-45 minutes	Teacher communicates as needed.
PAST	Early literacy (phonological awareness)	Measure need for instruction in phonological awareness	Required by District for scholars showing need for intervention.	10-15 minutes	Teacher communicates as needed.
Phonics Screener for Intervention	Early literacy	Measure need for instruction in phonics	Required by District for scholars showing need for intervention.	10-15 minutes	Teacher communicates as needed.
Physical Fitness Test	Fitness	Measure level of fitness	State	300 minutes spread out over the school year	Teacher communicates as needed.
Picture Interest Career Survey	Career Readiness	For scholars in selected district special education classrooms to assess needed work supports	District	15-20 minutes	Results communicated in scholar IEP



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Assessment	Subject	Purpose	Required by	Time	Format for disseminating results
PreLas	English Language Proficiency	Identification of potential EL students in preschool. The assessment screens oral language and pre-literacy proficiency.	Not required, but helps the district provide support to preschool EL students and families	30-45 minutes	EL preschool teacher and EL department share results with guardians
Press Tools	Reading & math	Determine needs for academic intervention	Not required, Used for scholars participating in some interventions	10-15 minutes	Teacher communicates as needed.
PSAT	Reading, writing, & math	Prepare for taking the SAT and/or to qualify for the National Merit Scholarship	Not required	165 minutes	Counselors distribute results to scholars.
Reading-Free Vocational Interest Inventory	Career Readiness	For scholars in selected district special education classrooms to assess needed work supports	District	20 minutes	Results communicated in scholar IEP
Missouri Student Survey	Measure drug, alcohol, and tobacco use as well as mental health	Learn more about scholars' tobacco, drug, and alcohol use, as well as bullying, mental health, and other information	State-optional	35 minutes	State disseminates results in aggregate form
SAT	Reading, writing and language, and math	For scholars interested in National Merit	Not required	230 minutes	Sent to the scholar by College Board
Spelling and Word Study Inventory	Early literacy	Measures early sound-letter relationships	Not required	15 minutes	Teacher communicates as needed.
Stakeholder Satisfaction Survey	School climate	Measure school climate and general school satisfaction	District	15 minutes	Results are communicated in aggregate on the CPS website
STAMP 4S	Biliteracy assessment	Assesses language proficiency to determine if scholar is biliterate.	Not required	180 minutes	Counselors distribute results to scholars.
Structured Observation	Academics and/or behavior	Determine instructional strategies needed for intervention.	Required by District for scholars showing need for intervention	Varies depending on need	Teacher or specialist communicates as needed.
US/MO Constitution Test	Government	Measure scholar understanding and knowledge of the state and federal constitutions	State—Required for graduation	60 minutes	Noted in transcript.



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Assessment	Subject	Purpose	Required by	Time	Format for disseminating results
WISC-V	Cognitive ability	2 <sup>nd</sup> tier screener for the gifted program	District—only for scholars who may qualify for gifted program as determined by the NNAT-3 or other criteria	90 minutes	Results available from the gifted program upon request
Woodcock-Johnson Tests of Achievement 4 <sup>th</sup> Edition	Reading Subtests: Letter-Word Identification, Passage Comprehension, Sentence Reading Fluency, Word Attack	Scholars participating in Wilson Level I & II Practicum	Not Required	30 minutes	Teacher communicates as needed