

## MSAD 51 Assessment System

<b>Grade Level</b>	<b>Name of Assessment</b>	<b>Timetable</b>	<b>Description</b>	<b>Purpose</b>
<b>Kindergarten</b>	Kindergarten Screening	Before school begins in the fall	Assessment of fine / gross motor skills, health, literacy readiness	To identify areas that might need further study and for teachers to meet students
<b>Kindergarten</b>	Pre-literacy and Language Skills Screening	Fall	Students respond to picture and written prompts	To inform curriculum and instruction and to identify the need for support
<b>Kindergarten</b>	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	September, January, May	Students are asked to read words and sounds	To monitor reading skills and identify need for additional instruction in phonemic awareness / phonics
<b>Kindergarten</b>	Developmental Reading Assessment (DRA)	January and May	Students are asked to read and respond to questions from a series of leveled texts	To guide reading instruction and provide feedback on reading progress
<b>Kindergarten</b>	Writing Prompt	Spring	Students are asked to write about a topic	To monitor writing progress based on graphophonics, message, mechanics
<b>Kindergarten</b>	Everyday Math Baseline	Fall and spring	Students answer written questions in number sense and computation	To inform instruction and identify students who need additional support
<b>Kindergarten</b>	Developmental Spelling Inventory	January, Spring	Students are asked to spell words from district list	To inform instruction and identify students who need additional support

<b>Grade 1</b>	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Fall, Winter, Spring	Students are asked to read words and sounds	To monitor reading skills and identify need for additional instruction in phonemic awareness / phonics
<b>Grade 1</b>	Developmental Reading Assessment (DRA)	January and May	Students are asked to read and respond to questions from a series of leveled texts	To guide reading instruction and provide feedback on reading progress
<b>Grade 1</b>	Developmental Spelling Inventory	January, Spring	Students are asked to spell words from district list	To inform instruction and identify students who need additional support
<b>Grade 1</b>	Writing Prompt	Spring	Students are asked to write about a topic	To monitor writing progress based on graphophonics, message, mechanics
<b>Grade 1</b>	Everyday Math Baseline	Fall and spring	Students answer written questions in number sense and computation	To inform instruction and identify students who need additional support
<b>Grade 1</b>	Everyday Math Individual Profiles of Progress			

<b>Grade 2</b>	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Fall, Winter, Spring	Students are asked to read words and sounds	To monitor reading skills and identify need for additional instruction in phonemic awareness / phonics
<b>Grade 2</b>	Developmental Reading Assessment (DRA)	January and May	Students are asked to read and respond to questions from a series of leveled texts	To guide reading instruction and provide feedback on reading progress
<b>Grade 2</b>	Developmental Spelling Inventory	January, Spring	Students are asked to spell words from district list	To inform instruction and identify students who need additional support
<b>Grade 2</b>	Writing Prompt	Spring	Students are asked to write about a topic	To monitor writing progress based on graphophonics, message, mechanics
<b>Grade 2</b>	Everyday Math Baseline	Fall and spring	Students answer written questions in number sense and computation	To inform instruction and identify students who need additional support
<b>Grade 2</b>	Everyday Math Individual Profiles of Progress			
<b>Grade 2</b>	Cognitive Abilities Test (CogAT)	Spring	Students are given a nationally-normed battery of verbal and non-verbal questions	This is a screen for gifted and talented identification
<b>Grade 2</b>	Northwest Evaluation Associates – Measures of Academic Progress (NWEA)	Spring	Students take an adaptive math assessment on computers	This is a screen for acceleration in math

<b>Grade 3</b>	New England Common Assessment Program (NECAP)	October	Students are tested in reading and math based on grade 2 standards	To monitor individual student progress and meet No Child Left Behind accountability requirements
<b>Grade 3</b>	Northwest Evaluation Associates – Measures of Academic Progress (NWEA)	Fall, Spring	Students take an adaptive reading and math assessment on computers	This is a measure of student growth, part of identification for additional support, and a screen for acceleration in math
<b>Grade 3</b>	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Fall, Winter, Spring	Students are asked to read words and sounds	To monitor reading skills and identify need for additional instruction in phonemic awareness / phonics
<b>Grade 3</b>	Reading Assessments (DRA / Teachers College)	Fall, Winter, Spring	Students are asked to read and respond to questions from a series of leveled texts	To guide reading instruction and provide feedback on reading progress
<b>Grade 3</b>	Writing Prompts	Fall, Spring	Students are asked to write to narrative and personal narrative prompts	To monitor writing progress based on topic development and language use
<b>Grade 3</b>	Developmental Spelling Inventory	January, Spring	Students are asked to spell words from district list	To inform instruction and identify students who need additional support
<b>Grade 3</b>	Math Facts Baseline	Fall and Spring	Addition, Subtraction, Multiplication	To inform instruction and identify students who need additional support
<b>Grade 3</b>	Everyday Math Individual Profiles of Progress			

<b>Grade 4</b>	New England Common Assessment Program (NECAP)	October	Students are tested in reading, math, and science based on grade 3 standards	To monitor individual student progress and meet No Child Left Behind accountability requirements
<b>Grade 4</b>	Northwest Evaluation Associates – Measures of Academic Progress (NWEA)	Fall, Spring	Students take an adaptive reading and math assessment on computers	This is a measure of student growth, part of identification for additional support, and a screen for acceleration in math
<b>Grade 4</b>	Writing Prompts	Fall, Spring	Students are asked to write to narrative and personal narrative prompts	To monitor writing progress based on topic development and language use
<b>Grade 4</b>	Math Facts Baseline	Fall and Spring	Addition, Subtraction, Multiplication	To inform instruction and identify students who need additional support
<b>Grade 4</b>	Everyday Math Individual Profiles of Progress			

<b>Grade 5</b>	New England Common Assessment Program (NECAP)	October	Students are tested in reading, writing, and math based on grade 4 standards	To monitor individual student progress and meet No Child Left Behind accountability requirements
<b>Grade 5</b>	Northwest Evaluation Associates – Measures of Academic Progress (NWEA)	Fall, Spring	Students take an adaptive reading and math assessment on computers	This is a measure of student growth, part of identification for additional support, and a screen for placement in math
<b>Grade 5</b>	Writing Prompts	Fall, Spring	Students are asked to write to narrative and personal narrative prompts	To monitor writing progress based on topic development and language use
<b>Grade 5</b>	Math Facts Baseline	Fall and Spring	Addition, Subtraction, Multiplication	To inform instruction and identify students who need additional support
<b>Grade 5</b>	Everyday Math Individual Profiles of Progress			

<b>Grade 6</b>	New England Common Assessment Program (NECAP)	October	Students are tested in reading and math based on grade 5 standards	To monitor individual student progress and meet No Child Left Behind accountability requirements
<b>Grade 6</b>	Northwest Evaluation Associates – Measures of Academic Progress (NWEA)	Spring	Students take an adaptive reading and math assessment on computers	This is a measure of student growth, part of identification for additional support, and a screen for placement in math
<b>Grade 6</b>	Writing Prompts	Fall, Spring	Students are asked to write to persuasive prompts	To monitor writing progress based on topic development, language use, and conventions
<b>Grade 6</b>	Impact Math Baseline	Fall, Spring	Students are tested on key learning goals in Course 1	To show student growth and inform instructional planning
<b>Grade 6</b>	Trimester Common Assessments			

<b>Grade 7</b>	New England Common Assessment Program (NECAP)	October	Students are tested in reading and math based on grade 6 standards	To monitor individual student progress and meet No Child Left Behind accountability requirements
<b>Grade 7</b>	Northwest Evaluation Associates – Measures of Academic Progress (NWEA)	Spring	Students take an adaptive reading and math assessment on computers	This is a measure of student growth, part of identification for additional support, and a screen for placement in math
<b>Grade 7</b>	Writing Prompts	Fall, Spring	Students are asked to write to persuasive prompts	To monitor writing progress based on topic development, language use, and conventions
<b>Grade 7</b>	Trimester Common Assessments			

<b>Grade 8</b>	New England Common Assessment Program (NECAP)	October	Students are tested in reading, writing, math, and science based on grade 7 standards	To monitor individual student progress and meet No Child Left Behind accountability requirements
<b>Grade 8</b>	Northwest Evaluation Associates – Measures of Academic Progress (NWEA)	Spring	Students take an adaptive reading and math assessment on computers	This is a measure of student growth, part of identification for additional support, and a screen for grade 9 placement
<b>Grade 8</b>	Writing Prompts	Fall, Spring	Students are asked to write to persuasive and literary analysis prompts	To monitor writing progress based on topic development, language use, and conventions and to inform grade 9 placement
<b>Grade 8</b>	Trimester Common Assessments			

<b>Grade 9</b>	Northwest Evaluation Associates – Measures of Academic Progress (NWEA)	Spring	Students take an adaptive reading and math assessment on computers	This is a measure of student growth
<b>Grade 10</b>	PSAT	October		
<b>Grade 10</b>	Northwest Evaluation Associates – Measures of Academic Progress (NWEA)	Spring	Students take an adaptive reading and math assessment on computers	This is a measure of student growth
<b>Grade 11</b>	Maine High School Assessment (MHSA)	Spring	Students take the Critical Reading, Writing, and Math sections of the Scholastic Aptitude Test as well as additional math and science questions	To monitor individual student progress and meet No Child Left Behind accountability requirements
<b>Grade 12</b>				