



This view of our Assessment System lists assessments under three categories: Universal Screening, Summative and Formative. Unless otherwise indicated, assessments listed for the grade level you teach are to be administered, scored and reported.

Reading Universal Screening

Assessment Name	Grade Level	Description	Intended Use	Frequency, timing	Management
AIMSweb* (also used for Progress Monitoring)	K-5	1-3 minute tests see AIMSweb K-5 Matrix	<ul style="list-style-type: none"> • Universal Screening (Benchmark Assessment) 	<ul style="list-style-type: none"> • 3X/year. September, January, May 	<ul style="list-style-type: none"> • Online data entry • Some tests administered online • Printed materials downloaded from website
NWEA	6-8		<ul style="list-style-type: none"> • Universal Screening (Benchmark Assessment) 	<ul style="list-style-type: none"> • 2x/year Fall, Spring 	<ul style="list-style-type: none"> • Administered online • Automatic score uploading and reporting

Reading Summative

Assessment Name	Grade Level	Description	Intended Use	Frequency, timing	Management
State Assessment	3-8	<ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • Used by participating states to meet ESEA requirements for testing reading and mathematics once each year (grades 3-8). 	<ul style="list-style-type: none"> • Once a year, spring 	<ul style="list-style-type: none"> • School-based teams determine administration schedules and logistics
Teachers College Assessment (Running Records A-K, L-Z)* (also used as formative tool)	K-5	<ul style="list-style-type: none"> • Narrative reading inventories • Provide an analysis of comprehension, miscues, and fluency 	Determine independent reading level at the end of the year, using TC Running Record	<ul style="list-style-type: none"> • 1X/year May/June 	<ul style="list-style-type: none"> • Enter final (May/June) Running Record levels (converted to Raw Score) • File final running record in Literacy Folder

Reading Formative

Assessment Name	Grade Level	Description	Intended Use	Frequency, timing	Management
Records - Student	K-8	<ul style="list-style-type: none"> • Reading logs • Jots, reader response journals • Interest inventories 	<ul style="list-style-type: none"> • Provide information for goal setting • Identify teaching points • Inform achievement level determination for reporting purposes 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • System to be determined by teacher
Records - Teacher	K-8	<ul style="list-style-type: none"> • Conference and Small Group Notes 	<ul style="list-style-type: none"> • Provide information for goal setting • Identify teaching points 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • System to be determined by teacher
Running Records <ul style="list-style-type: none"> • Teachers College (TC) Assessment* (also Summative at end of the year) (Running Records A-K, L-Z) Scholastic and Bebop titles • TC In-Book Assessment • Fountas & Pinnell Benchmark Assess. • DRA2 	K-5	Narrative reading inventories. Provide an analysis of comprehension, miscues, and fluency.	<ul style="list-style-type: none"> • Provide information for goal setting • Identify teaching points • Inform achievement level determination for reporting purposes 	<ul style="list-style-type: none"> • A-J at least 5X/year • L-Z at least 3X/year 	<ul style="list-style-type: none"> • Maintain In-Class record • Reading Graph in Literacy Folder
PHONS-R (revised)	All K 1-5 as needed	Assessment of phonological processing development	<ul style="list-style-type: none"> • Kindergarten of phonological processing • Progress monitoring of phonological processing • Identify teaching points 	<ul style="list-style-type: none"> • K -all students by October 15 • Continue monitoring as determined by directions 	<ul style="list-style-type: none"> • 6-12-15 Revised Directions from Literacy • Print from Literacy Assessment page • Maintain PHONS Student Record • File in Literacy Folder

Reading Formative, cont.

Assessment Name	Grade Level	Description	Intended Use	Frequency, timing	Management
Teachers College Concepts About Print	K	Assessment of <ul style="list-style-type: none"> • Book orientation knowledge • Understanding of directional arrangement of print on the page • Understanding of terminology such as word, letter, beginning of sentence, and top of page • Understanding of simple punctuation marks 	<ul style="list-style-type: none"> • Assess emergent literacy print concepts • Identify teaching points 	<ul style="list-style-type: none"> • As needed 	<ul style="list-style-type: none"> • Print off Teachers College site
Teachers College Letter / Sound Identification Assessment	K-1	<ul style="list-style-type: none"> • Uppercase alphabet letters in random order • Lowercase alphabet letters in random order • Assesses student knowledge of letter name and sound for each of the letters 	<ul style="list-style-type: none"> • Assess letter knowledge • Identify teaching points 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Print off Teachers College site link on Literacy Assessment page
AIMSweb* (also used as Universal Screening measure)	K-5	1-3 minute tests See above	<ul style="list-style-type: none"> • RTI, Title IA and Special Education Progress Monitoring • Optional for classroom teachers with required PD 	<ul style="list-style-type: none"> • Progress monitoring every 3 weeks at minimum 	<ul style="list-style-type: none"> • Online data entry • Some tests administered online • Printed materials downloaded from website
Teachers College High Frequency Words Assessment	K-2	Lists A-H of High Frequency Words <ul style="list-style-type: none"> • Determine the number of high-frequency words that students know 	<ul style="list-style-type: none"> • Monitor students' growth in automatic word recognition 	<ul style="list-style-type: none"> • At least 4X/year for students below benchmark • As needed for other students 	<ul style="list-style-type: none"> • Print off Teachers College site • File in Literacy Folder
Performance Assessments	2-5	Varied forms	<ul style="list-style-type: none"> • Assess proficiency of use of reading skills • Inform both curriculum planning and planning individual conferences 	<ul style="list-style-type: none"> • Grade level teams will determine when to administer 	<ul style="list-style-type: none"> • Sample assessments available on Assessment Page

Spelling Formative and Summative

Assessment Name	Grade Level	Description	Intended Use	Frequency, timing	Management
Spelling Inventory – (via Teachers College) Spelling Inventory – Primary Elementary (Upper Elementary Assessment not required)	K-1 2-5	Provides word list and scoring guide Determine stage of students spelling development	Pre- and post-assessment Inform curriculum decisions	<ul style="list-style-type: none"> • Beginning of Year/End of Year • K give by November and May/June 	<ul style="list-style-type: none"> • Print off from TC website • Give spelling test • Complete feature guide • Enter end of year scores into Campus • File spring test and feature guide in literacy folder
<i>Foundations</i> Unit Test	K-3	Unit tests within K-3 structured decoding/ spelling program using multisensory teaching techniques	<ul style="list-style-type: none"> • Assess mastery of concepts taught • Inform planning and grouping 	<ul style="list-style-type: none"> • End of each unit 	<ul style="list-style-type: none"> • <i>Foundations</i> Teacher’s Manual

Writing Summative

State Assessment	3-8	<ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • Measures student achievement at the school, district and state levels 	<ul style="list-style-type: none"> • Once a year, spring 	<ul style="list-style-type: none"> • Follow testing protocols
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Writing Formative

Assessment Name	Grade Level	Description	Intended Use	Frequency, timing	Management
Records- Student	K-8	<ul style="list-style-type: none"> • Folders • Writers Notebooks • Digital folders in cloud applications 	<ul style="list-style-type: none"> • Provide information for goal setting • Identify teaching points • Inform achievement level determination for reporting purposes 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • System to be determined by teacher
Records- Teacher	K-8	<ul style="list-style-type: none"> • Conference and Small Group Notes 	<ul style="list-style-type: none"> • Provide information for goal setting • Identify teaching points 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • System to be determined by teacher
Teachers College Narrative on-demand	K-8	This is an extended Personal Narrative assessment that can be used to analyze the Qualities of Good Writing.	<ul style="list-style-type: none"> • Pre and post unit to inform instruction • Measures student performance against grade level standards 	<ul style="list-style-type: none"> • At a minimum pre prior to first narrative unit and post following last narrative unit this year • Optional more frequent 	<ul style="list-style-type: none"> • Post assessment placed in Literacy folder
Teachers College Informational on-demand	K-8	This is an extended Informational assessment that can be used to analyze the Qualities of Good Writing.	<ul style="list-style-type: none"> • Pre and post unit to inform instruction • Measures student performance against grade level standards 	<ul style="list-style-type: none"> • At a minimum pre prior to first informational unit and post following last informational unit this year • Optional more frequent 	<ul style="list-style-type: none"> • Post assessment placed in Literacy folder
Teachers College Opinion/Arg. on-demand*	K-8	This is an extended Opinion/Argument assessment that can be used to analyze the Qualities of Good Writing.	<ul style="list-style-type: none"> • Pre and post unit to inform instruction • Measures student performance against grade level standards 	<ul style="list-style-type: none"> • At a minimum pre prior to first opinion/argument unit and post following last opinion/argument unit this year • Optional more frequent 	<ul style="list-style-type: none"> • Enter pre and post scores into Campus • Post assessment in Literacy folder

Mathematics Universal Screening, Formative and Summative

Assessment Name	Grade Level	Description	Intended Use	Frequency, timing	Management
AIMSweb	K-1 2-5	4 one-minute oral tests Grade 1 only M-COMP Paper/Pencil timed tests • Computation M-COMP • Concepts and Applications M-CAP	• Universal Screening (Benchmark Assessment) • RTI, Title IA and Special Education Progress Monitoring	• 3X/year. September, January, May	• Online data entry • Some tests administered online • Printed materials downloaded from website
enVisionmath2.0 Topic Assessments	K-5	Pre and Post topic assessments	• Measure student growth on concepts taught in topics to inform instruction	• Beginning and end of each topic	• Paper/Pencil assessment-pre and post scores are reported or • Online assessment
enVisionmath2.0 Daily Quick Checks	K-5	3 items in the independent practice	• Inform instruction	• Every lesson	• In student book or • online quick check
enVisionmath2.0 Cumulative / Benchmark Assessment	K-5	Cumulative assessment after every four topics	• Inform instruction	• 3X/year	• Paper/Pencil assessment scores are reported or • online assessment
State Assessment	3-5	TBD	• Used by participating states to meet <i>Elementary and Secondary Education Act (formerly known as NCLB)</i> requirements for testing mathematics (grades 3-8).	• TBD	• TBD