

# Assessment Plan

## Assessments used and when they are administered:

- Students will be given bi-weekly assessments designed to evaluate student progress in phonics/phonemic awareness, vocabulary, fluency, and comprehension.
- Students will be assessed regularly in oral reading fluency within guided reading groups.
- Students are assessed using the Acadience system three times per year.
- Students identified to work with the MN Reading Corps will be given weekly assessments and graded on a grade level rubric to determine proficiency.
- Informal classroom reading assessments.
- The students will also be assessed through the NWEA MAP tests three times a year
- Diagnostics tests will also be given as needed.

## How proficiency is determined:

### 1. Students are screened:

- All students are given the NWEA MAP assessment and RIT score levels that help identify students to receive more remediation and support.
- All K-3 students are assessed using Acadience Benchmarking system. Each level corresponds to a grade level and a month within that grade level. We know what grade level they are at and so can either recommend them for individual work with Paraprofessionals targeting specific skills, Title One services, or Child Find.
- All students will be assessed on oral reading fluency until they reach grade level fluency.

### 2. Students are flagged and prioritized to receive more remediation and support; and placed in appropriate programs.

### 3. As students make progress, they are removed from the special support programs.

- Entrance and exit criteria for Title 1 are based on a combination of MAP, MCA, and classroom-based assessments. Teacher recommendation is also used. Classroom based assessments include bi-weekly Big 5 reading assessments, oral reading fluency assessments, weekly spelling tests, benchmark assessments, and running records.
- Entrance and exit for MN Reading Corps is determined based on Reading Corps criteria. It most often includes exiting students who are students who are almost at grade level.
- Entrance and exit for Special Education is determined by Special Education assessments, as well as parent and teacher recommendation.

## **Data-Driven Instructional Practices**

UA also uses internally developed or selected benchmark assessments directly aligned with Minnesota standards on a bi-weekly basis to determine grade level proficiency in reading. The students are also assessed in reading and math through the NWEA MAP assessment twice a year.

UA uses a variety of structures for analyzing student data and developing interventions to help students meet grade-level proficiency. Staff are trained using weekly Professional Learning Communities (PLC) to share effective teaching strategies based on the results of weekly student data from benchmark assessments in reading and math. Staff are trained to “backwards plan” to benchmark assessments to determine mastery of standards. Teachers also meet in grade-level teams to examine student results and collaborate on developing strategies to help all students meet grade-level proficiency. UA also has grade-level planning and data analysis meetings on a regular basis. In addition, there are weekly team meetings (comprised of: grade level teachers, ESL, Title 1-reading and math, special education, paraprofessional, and monitored by the instructional coach) to discuss the overall progress of students the effectiveness of interventions.