
Student Assessment in the Worcester Public Schools

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Office of Research and Accountability



David Perda

Chief Research and Accountability Officer

Perdad@worc.k12.ma.us

508-799-3060

Amanda Kershaw

Testing and Evaluation Specialist

KershawAE@worc.k12.ma.us

508-799-3019

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Office of Research and Accountability

Table of Contents

2015-16 Overview of Testing by Grade	3
Strategic Assessment in the WPS	4
District Assessments	6
Early Screening Inventory (ESI)	6
Dynamic Indicators of Basic Early Literacy Skills NEXT (DIBELS NEXT)	6
Fountas and Pinnell Benchmark Assessment System (F&P BAS)	6
Measures of Academic Progress (MAP)	6
State Assessments	8
Work Sampling/Massachusetts Kindergarten Entry Assessment (WSS/MKEA)	8
Massachusetts Comprehensive Assessment System (MCAS)	8
MCAS Alternative Assessment	9
The Partnership for Assessment of Readiness for College and Careers (PARCC) Assessment	9
Assessing Comprehension and Communication in English State-to-State for English Language Learners (Access for ELLs)	9
Educational Proficiency Plan (EPP)	10
MCAS Appeals	10
Additional Assessments	11
Advanced Placement (AP) Exams	11
Preliminary SAT (PSAT)	11
SAT	11
SAT Subject Tests	11
ACT	12
Accuplacer	12
Appendix A	13
DIBELS Next Benchmarks: Kindergarten	13
DIBELS Next Benchmarks: Grade 1	14
DIBELS and Progress Monitoring Schedule	15
Appendix B	16
Fountas & Pinnell Instructional Level Expectations for Testing Periods & Progress Monitoring	16
Fountas & Pinnell Benchmark Assessment System Progress Monitoring Reading Levels	17
Appendix C	18
MAP RIT Norms	18
Appendix D	19
WPS Testing Schedule: At a Glance	19
WPS Testing Calendar	20
Appendix E	24
WPS Assessment Plan	24

2015-16 Overview of Testing by Grade

Elementary								Middle School		High School					
PK	K	1	2	3	4	5	6	7	8	9	10	11	12		
WSS/MKEA (2 collection per.)															
ESI															
DIBELS Next (3x)															
		F & P BAS (3x)													
Access for ELLs															
			MAP (2-3x)*												
PARCC ~															
MCAS – Reading Comprehension															
MCAS – Math															
						MCAS Compos		MCAS – Compos		MCAS – Compos					
						MCAS STE		MCAS - STE							
										MCAS – HS STE Tests**					
										EPP***					
										AP Exams					
										PSAT					
										SAT					
										ACCUPLACER					

*Optional testing determined by each school: Winter ELA, Spring ELA or Spring Mathematics

**Includes: Biology, Chemistry, Physics and Technology/Engineering (WPS students most often participate in Biology in 9th or 10th grade)

***Administered to students with Educational Proficiency Plans

~The use of PARCC (The Partnership for Assessment of Readiness for College and Careers (PARCC) Assessment) as the new state assessment during the 2015-16 school year is expected to be determined in October 2015.

= administered to all students in grade level

= grade levels where strategic use is encouraged

Strategic Assessment in the WPS

Throughout the school year, multiple measures are used to assess what students know and can do. Assessment can include paper-based or computed based tests, oral and written reports, performances and projects. These measures are used to monitor progress, refine instructional practices and improve our capacity to ensure that all students reach and exceed grade level expectations and graduate college and career ready. This document describes commonly used standardized instruments that are used throughout the district. The term standardized assessment generally refers to an instrument that is administered and scored under uniform and controlled conditions. These tools may be externally developed (e.g. by the state, by testing vendors) or locally developed (by district and school staff) and should be used in addition to classroom-based assessments and daily formative assessment techniques.

The Worcester Public Schools relies on a *system* of assessments intended to complement one another and that is flexible in a way that acknowledges the varying growth trajectories and characteristics within the student population and across schools. At each grade level, the district offers a set of assessments that serve as the primary standardized tools for monitoring student progress and also a set of supplementary tools that may be used when additional data about students is needed.

The primary assessments for each grade should be administered to all students (identified in blue in Figure 1). The use of common instruments across schools supports the application of common standards and learning targets throughout the district. This also ensures a common set of data points across all schools should students move within the WPS school system during the year. This data is collected centrally to populate student snapshots and other reports that schools use in SAGE.

Schools may also carry out additional testing (identified in green in Figure 1). This testing should be used strategically when additional information about a student is needed. For example, in addition to the MAP, staff can also use the F & P BAS to gather information about students who continue to struggle with reading into the intermediate or middle school grades. As another example, MAP in Reading may be used to gather additional information about more advanced students in grade 2.

Policies about making strategic testing decisions should be determined by schools well in advance of actual testing and clearly communicated to all staff. All schools will be asked to submit a brief assessment plan in September that outlines what testing will take place and how decisions about supplemental testing will be made. Decisions about supplemental testing should consider individual student needs and be based on multiple indicators whenever possible. Some data to consider when making strategic decisions about supplemental testing are:

- teacher recommendations
- prior test scores (e.g. MCAS, MAP, DIBELS Next, previous BAS scores)
- performance on locally developed school-wide and/or classroom assessments
- data from classroom observations
- availability of prior data for a student (e.g. a student is new to the district and has no prior baseline test data)

Inclusion of Students with Special Needs

All students, including those with special needs (e.g. receives special education services or English language learners) are expected to participate in all regular testing. Students may not be excluded from testing based solely on their disability and on whether or not they are able to participate with accommodations. The decision to administer supplementary tests should be based on multiple indicators of a student's actual performance and the information that might be gleaned from the assessment. Policies regarding strategic testing should be uniformly applied to all students. For students with IEP or 504 plans, what, if any, accommodations are needed and for which tests should be determined by the 504 or IEP team and then documented prior to actual testing.

District Assessments

Early Screening Inventory (ESI)

ESI is a brief developmental screening instrument designed to be individually administered to children entering kindergarten. It is used to identify children who may need special education services in order to perform successfully in school. The instrument addresses developmental, sensory, and behavioral concerns in the following areas: visual motor/adaptive, language and cognition and gross motor skills. The ESI-K uses three categories to describe the screening results: (1) Ready (child exhibits age appropriate development); (2) Getting Ready (teachers are encouraged to monitor the child’s progress and, if indicated, to re-administer the ESI) or (3) Not Ready (child does not demonstrate age appropriate behavior).

Grade(s) Assessed	Administration Dates	Website	Where to Find Results	Additional Resources
K	8/31-9/4	Click here for ESI product details	SAGE, School records	

Dynamic Indicators of Basic Early Literacy Skills NEXT (DIBELS NEXT)

Like the previous version (DIBELS 6th Ed.), DIBELS Next consists of a set of procedures and measures for assessing the acquisition of early literacy skills. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. DIBELS NEXT is individually-administered and takes 1 to 4 minutes to complete. This test is generally administered at the beginning, middle, and end of the year.

Grade(s) Assessed	Administration Dates	Website	Where to Find Results	Additional Resources
K - 1	K: 8/31-9/18 Gr 1: 8/27-9/18 K&1: 12/1-12/23 K&1: 5/2-5/20	Click here to visit the Amplify DIBELS Next platform	SAGE, DIBELS Next Online Reports	Appendix A

Fountas and Pinnell Benchmark Assessment System (F&P BAS)

The Benchmark Assessment System is a formative reading assessment comprised of 58 “little books” divided evenly between fiction and nonfiction. The assessment measures decoding, fluency, vocabulary, and comprehension skills for students in kindergarten through 8th grade. This individually-administered assessment should be conducted by the classroom teacher and typically takes 45 minutes to complete. This test will be administered to all students at the beginning, middle, and end of the year in grades 1 and 2. In kindergarten and grades 3 through 8, testing practices are determined at each school.

Grade(s) Assessed	Administration Dates	Website	Where to Find Results	Additional Resources
K - 8	8/27-9/25 2/1-3/4 5/2-6/3	Click here for F&P BAS product information	SAGE, school records	Appendix BAppendix

Measures of Academic Progress (MAP)

MAP is an adaptive computer-based test system for mathematics and reading that is group-administered. An overall RIT score (i.e. Rasch Unit, a type of scaled score) is provided along with sub-scores for each goal performance area. Users should note that the district does now use a common-

core aligned version (see below). Schools may also use *Descartes: A Continuum of Learning*, an instructional tool that allows educators to translate a MAP test score into skills and concepts a student may be ready to learn. A student’s Lexile score – a unit for measuring text difficulty—is also reported. This test is generally administered to students at the beginning and middle of the year in grades 3 and 9. Winter ELA testing is optional for schools, as is Spring ELA and Mathematics. In grades 2 and 10, testing practice is determined at each school.

- *Goal areas in Reading:* (1) Literature, (2) Informational Text, (3) Basic Skills and Vocabulary, (4) Writing: Plan, Develop, Edit, (5) Language: Grammar, Usage, (6) Capitalize, Spell, Punctuate
- *Goal areas in Mathematics (grades 2-5):* (1) Algebraic Thinking, (2) Number and Operations (3) Fractions, (4) Measurement and Data, Geometry
- *Goal areas in Mathematics (grades 6+):* (1) Algebra and functions, (2) Real and Complex Number Systems, (3) Geometry, (4) Statistics and Probability

Grade(s) Assessed	Administration Dates	Website	Where to Find Results	Additional Resources
2-10	9/14-10/8 1/4-2/12** 5/9-6/3*	For information on MAP, click here	SAGE, NWEA Online Reports	Appendix C

** Winter testing optional for **ELA only**. Mathematics still required for grades 3-9.

*Spring testing optional for both ELA and Mathematics.

State Assessments

Work Sampling/Massachusetts Kindergarten Entry Assessment (WSS/MKEA)

In 2012-13, schools began administering the WSS/MKEA to all kindergarteners. Since 2000, the Work Sampling System has been the formative assessment tool utilized by the district’s Head Start program to inform instruction, design professional development opportunities, and use when working with families. As part of a state pilot, the district has expanded use of the WSS to include both kindergarten and preschools in the district. This helps teachers collect information about children’s work, identify what children are learning, what they are beginning to master, and what they still need to work on. Work Sampling consists of 3 interrelated elements: observational checklists, portfolios of student work and summary reports. Portfolio samples are gathered throughout the year and help demonstrate progress through concrete illustrations of the child’s thinking. Developmental guidelines and checklists cover seven major curriculum areas: personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development and health. These are used to provide structure to teacher observations of students and aid in systematic data collection to monitor student progress.

Grade(s) Assessed	Administration Dates	Website	Where to Find Results	Additional Resources
Pre-K, K	11/6, 6/3	Click here to access Work Sampling Online	Work Sampling Online reports	

Massachusetts Comprehensive Assessment System (MCAS)

MCAS measure performance based on the Massachusetts Curriculum Framework learning standards; and report on the performance of individual students, schools, and districts. As required by the Education Reform Law, students must pass the grade 10 tests in English Language Arts (ELA) and Mathematics as one condition of eligibility for a high school diploma (in addition to fulfilling local requirements). Students must also earn a scaled score of at least 220 on one of the high school MCAS Science and Technology/Engineering (STE) tests: Biology, Chemistry, Introductory Physics, or Technology/Engineering. In addition, the MCAS program is used to hold schools and districts accountable, on a yearly basis, for the progress toward cutting the proficiency gap in half by 2016-2017. Results are reported for individual students, schools, and districts according to four performance levels defined by the Board of Elementary and Secondary Education: Advanced (260-280), Proficient (240-258), Needs Improvement (220-238) and Warning/Failing (200-218).

- [English Language Arts/Reading \(Grades 3-8, 10\)](#) includes multiple-choice, open response and short response items (grade 3 only)
- [English Language Arts - Composition \(Grades 4, 7, 10\)](#) includes writing prompts that require students to respond by creating a written composition.
- [Mathematics \(Grades 3-8, 10\)](#) includes multiple-choice, open response and short answer items
- [Science, Engineering and Technology \(Grades 5, 8, 9-12\)](#) tests include multiple choice and open response items. High school tests administered in grades 9-12 include biology, chemistry, introductory, physics and technology and engineering.

Grade(s) Assessed	Administration Dates	Website	Where to Find Results	Additional Resources
3-12	See Testing Calendar (Appendix D)	For information on MCAS, click here	EDWIN Analytics, ESE Security Portal, student reports on file at school	

MCAS Alternative Assessment

MCAS Alt is intended for a small number of students “with the most significant disabilities who are unable to take the standard MCAS tests even with accommodations” (Massachusetts DESE, 2010). The MCAS Alternate Assessment consists of a portfolio of materials collected by the teacher and student, including work samples, instructional data, videotapes, and other supporting information.

Grade(s) Assessed	Administration Dates	Website	Where to Find Results	Additional Resources
3-12	2/22-3/11; UPS Pickup by 4/1	Click here for information on MCAS Alt	EDWIN Analytics, ESE Security Portal, student reports on file at school	

The Partnership for Assessment of Readiness for College and Careers (PARCC) Assessment

In November 2013, the Massachusetts Board of Elementary and Secondary Education endorsed a two-year "test drive" of a new testing program called PARCC. PARCC is aligned to the 2010 Massachusetts Curriculum Frameworks in English Language Arts and Mathematics, which incorporate the Common Core State Standards. In 2013-14, many schools in Worcester participated in the PARCC field testing. In 2014-15, districts in Massachusetts had the choice to administer either PARCC and/or MCAS in grades 3-11 (with the exception that all high school students through at least the class of 2018 must continue to pass the grade 10 / high school MCAS tests in ELA, Mathematics, and Science and Technology/Engineering to satisfy the state graduation requirement). About 40% of WPS testing sites chose to administer PARCC during the 2014-15 school year. Information regarding full implementation by the state of Massachusetts' Department of Education is expected to be made available during the fall of 2015.

Grade(s) Assessed	Administration Dates	Website	Where to Find Results	Additional Resources
3-11	CBT: 4/25-6/6 PBT: 4/25-5/27	For information on PARCC, click here	EDWIN Analytics, PearsonAccess Next, ESE Security Portal, student reports on file at school	

Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)

ACCESS for ELLs is a large-scale English language proficiency assessment given to students in Kindergarten to 12th grade who have been identified as English language learners (ELLs). Beginning in 2012-13, this assessment replaced the MEPA/MELA-O. The Access for ELLs consists of four sections:

- Listening
- Reading
- Writing
- Speaking

In grades 1-12, the listening, reading and writing sections are group administered while the speaking section is individually administered. All four sections are individually administered to ELLs in kindergarten. Scores are reported for each of the four language domains and in several composites.

Grade(s) Assessed	Administration Dates	Website	Where to Find Results	Additional Resources
K-12	1/7-2/10	For information on ACCESS administration, click here	EDWIN Analytics, ESE Security Portal, paper reports sent to schools and district office	

Educational Proficiency Plan (EPP)

An EPP must be developed for any student who does not meet or exceed the Proficient level (a minimum scaled score of 240) on the grade 10 ELA and/or Mathematics tests.

School districts may use one or more of the following four assessment options during the 2015-16 school year to determine if a student is making progress towards or meets the proficiency standard:

- Accuplacer (used to measure progress toward proficiency)
- Locally developed end-of-course assessment in English language arts and/or mathematics (used to measure progress toward proficiency)
- Grade 10 mathematics MCAS/EPP Test (used to certify that students have met the CD standard in Mathematics)
- MCAS ELA retest (used to certify that students have met the CD standard in ELA)

Grade(s) Assessed	Administration Dates	Website	Where to Find Results	Additional Resources
11-12	TBD	Click here for information on EPPs	SAGE, WPS Office of Research and Accountability	

MCAS Appeals

The Worcester Public Schools carries out the Department of Elementary and Secondary Education's appeal processes for regular and special education high school students who have not passed MCAS. The MCAS Performance Appeals process was established in 2002 to provide eligible high school students who have been unable to pass the required MCAS tests an additional opportunity to demonstrate through their course work that they meet or exceed the state's Competency Determination (CD) standard in order to earn a high school diploma. There are specific eligibility requirements relative to student achievement in English Language Arts, Mathematics, and Science and Technology/Engineering, attendance and participation in tutorial and remediation efforts. Further information on these processes is available through the Office of Research and Accountability.

Grade(s) Assessed	Administration Dates	Website	Where to Find Results	Additional Resources
11-12	N/A	Click here for information on MCAS Appeals	WPS Office of Research and Accountability	

Additional Assessments

Advanced Placement (AP) Exams

AP Exams are end of year assessments that students may complete as part of the Advanced Placement program. Assessment formats will vary by subject and may include multiple choice items, free response items or require a student to put together a portfolio of their work. Based on their performance, students are assigned a score from 1 to 5. Students who earn qualifying scores (generally 3 or above, though actual qualifying scores can vary by subject and college) may have an opportunity to earn college-level credit.

Grade(s) Assessed	Administration Dates	Website	Where to Find Results	Additional Resources
9-12	5/2-5/6 5/9-5/13	For information on AP Exams, click here	AP Online Reports	

Preliminary SAT (PSAT)

The PSAT is offered to all grade 10 and 11 students in the Worcester Public Schools for free. The PSAT is a paper-based test and is used to prepare students for the SAT, enter competitions for scholarships (e.g. National Merit Scholarship), and assess their academic skills necessary for college-level work. Assessed skills include reading, math reasoning, critical thinking and writing. Most questions are multiple choice. The remaining are student-produced responses to math questions. Three scores in critical reading, mathematics, and writing are reported on a scale of 20 to 80.

Grade(s) Assessed	Administration Dates	Website	Where to Find Results	Additional Resources
10-11	10/14 (WPS); 10/28	Click here for information on PSAT	SAGE, results sent to students	

SAT

The SAT is a paper-based standardized college entrance test to help colleges and universities identify students who could succeed at their institutions and to connect students with educational opportunities beyond high school. Assessed skills include critical reading, mathematical reasoning, and writing skills. It includes three kinds of questions: multiple-choice questions, student produced responses (mathematics only) and an essay question. Three scores in critical reading, mathematics, and writing are reported on a 200 to 800 point scale.

Grade(s) Assessed	Administration Dates	Website	Where to Find Results	Additional Resources
11-12	10/3, 11/7, 12/5, 1/23, 3/5, 5/7, 6/4	Click here for information on SAT	Paper reports sent to schools, WPS Office of Research and Accountability, results sent to students	

SAT Subject Tests

SAT Subject Tests are taken by students to demonstrate to colleges their mastery of specific subjects such as English, history, mathematics, science, and foreign languages. The content of each test is not based on any one approach or curriculum but rather evolves to reflect current trends in high school

course work. Students can take one, two, or three tests on a single test date. All subject tests are paper-based and consist of multiple-choice questions, but some have unique features or formats.

Grade(s) Assessed	Administration Dates	Website	Where to Find Results	Additional Resources
11-12	10/3, 11/7, 12/5, 1/23, 5/7, 6/4	For information on SAT Subject Tests, click here.	Paper reports sent to schools, WPS Office of Research and Accountability, results sent to students	

ACT

The ACT is a national college admissions examination that consists of subject area tests in: English, mathematics, reading, and science. The ACT Plus Writing includes the four subject area tests plus a 30-minute writing test. ACT results are accepted by all four-year colleges and universities in the U.S. The ACT includes 215 multiple-choice questions and takes approximately 3 hours and 30 minutes to complete, including a short break (or just over four hours if you are taking the ACT Plus Writing). Actual testing time is 2 hours and 55 minutes (plus 30 minutes if you are taking the ACT Plus Writing).

Grade(s) Assessed	Administration Dates	Website	Where to Find Results	Additional Resources
11-12	9/12, 10/24, 12/12, 2/6, 4/9, 6/11	For information on ACT, click here	WPS Office of Research and Accountability, results sent to students	

Accuplacer

Accuplacer is a suite of computer adaptive assessments offered by the College Board that provides information about a test taker's academic skills to determine if they would benefit from developmental classes before beginning college level work. Placement tests cover reading, mathematics, writing and language use skills or writing an essay on a familiar topic. All questions are multiple choice, except the essay. Students in WPS may be asked to complete Accuplacer tests to be eligible for dual enrollment in local higher education institutions.

Grade(s) Assessed	Administration Dates	Website	Where to Find Results	Additional Resources
11-12	N/A	For information on Accuplacer, click here	Results sent to or provided to students	

Appendix A

DIBELS Next Benchmarks: Kindergarten

Kindergarten Benchmark Goals and Cut Points for Risk

Measure	Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score	At or Above Benchmark	Likely to Need Core Support	26 +	122 +	119 +
	Below Benchmark	Likely to Need Strategic Support	13 - 25	85 - 121	89 - 118
	Well Below Benchmark	Likely to Need Intensive Support	0 - 12	0 - 84	0 - 88
FSF	At or Above Benchmark	Likely to Need Core Support	10 +	30 +	
	Below Benchmark	Likely to Need Strategic Support	5 - 9	20 - 29	
	Well Below Benchmark	Likely to Need Intensive Support	0 - 4	0 - 19	
PSF	At or Above Benchmark	Likely to Need Core Support		20 +	40 +
	Below Benchmark	Likely to Need Strategic Support		10 - 19	25 - 39
	Well Below Benchmark	Likely to Need Intensive Support		0 - 9	0 - 24
NWF-CLS	At or Above Benchmark	Likely to Need Core Support		17 +	28 +
	Below Benchmark	Likely to Need Strategic Support		8 - 16	15 - 27
	Well Below Benchmark	Likely to Need Intensive Support		0 - 7	0 - 14

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

DIBELS Next Benchmarks: Grade 1

First Grade Benchmark Goals and Cut Points for Risk

Measure	Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS	At or Above Benchmark	Likely to Need Core Support	113 +	130 +	155 +
Composite Score	Below Benchmark	Likely to Need Strategic Support	97 - 112	100 - 129	111 - 154
	Well Below Benchmark	Likely to Need Intensive Support	0 - 96	0 - 99	0 - 110
PSF	At or Above Benchmark	Likely to Need Core Support	40 +		
	Below Benchmark	Likely to Need Strategic Support	25 - 39		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 24		
NWF-CLS	At or Above Benchmark	Likely to Need Core Support	27 +	43 +	58 +
	Below Benchmark	Likely to Need Strategic Support	18 - 26	33 - 42	47 - 57
	Well Below Benchmark	Likely to Need Intensive Support	0 - 17	0 - 32	0 - 46
NWF-WWR	At or Above Benchmark	Likely to Need Core Support	1 +	8 +	13 +
	Below Benchmark	Likely to Need Strategic Support	0	3 - 7	6 - 12
	Well Below Benchmark	Likely to Need Intensive Support		0 - 2	0 - 5
DORF Words Correct	At or Above Benchmark	Likely to Need Core Support		23 +	47 +
	Below Benchmark	Likely to Need Strategic Support		16 - 22	32 - 46
	Well Below Benchmark	Likely to Need Intensive Support		0 - 15	0 - 31
DORF Accuracy	At or Above Benchmark	Likely to Need Core Support		78% +	90% +
	Below Benchmark	Likely to Need Strategic Support		68% - 77%	82% - 89%
	Well Below Benchmark	Likely to Need Intensive Support		0% - 67%	0% - 81%
Retell	At or Above Benchmark	Likely to Need Core Support			15 +
	Below Benchmark	Likely to Need Strategic Support			0 - 14
	Well Below Benchmark	Likely to Need Intensive Support			

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

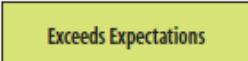
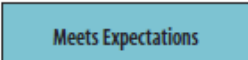
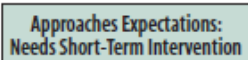
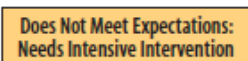
DIBELS and Progress Monitoring Schedule

AUGUST							SEPTEMBER							OCTOBER								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
						1			1	2	3	4	5					1	2	3		
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10		
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17		
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24		
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31		
30	31																					
NOVEMBER							DECEMBER							JANUARY								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
1	2	3	4	5	6	7	6	7	8	9	10	11	12						1	2		
8	9	10	11	12	13	14	13	14	15	16	17	18	19	3	4	5	6	7	8	9		
15	16	17	18	19	20	21	20	21	22	23	24	25	26	10	11	12	13	14	15	16		
22	23	24	25	26	27	28	27	28	29	30	31			17	18	19	20	21	22	23		
29	30													24	25	26	27	28	29	30		
														31								
FEBRUARY							MARCH							APRIL								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
						6			1	2	3	4	5						1	2		
7	8	9	10	11	12	13	6	7	8	9	10	11	12	3	4	5	6	7	8	9		
14	15	16	17	18	19	20	13	14	15	16	17	18	19	10	11	12	13	14	15	16		
21	22	23	24	25	26	27	20	21	22	23	24	25	26	17	18	19	20	21	22	23		
28	29						27	28	29	30	31			24	25	26	27	28	29	30		
WEDNESDAY, AUGUST 26, 2015: First Day of School for Grades 1-12							MONDAY, AUGUST 31, 2015: First Day of School for PreK & Kindergarten							MAY								
														S	M	T	W	T	F	S		
														1	2	3	4	5	6	7		
														8	9	10	11	12	13	14		
														15	16	17	18	19	20	21		
														22	23	24	25	26	27	28		
														29	30	31						
THURSDAY, JUNE 9, 2016*: Last Day of School.							LAST DAY OF SCHOOL FOR SENIORS: MAY 20, 2016							JUNE								
														S	M	T	W	T	F	S		
														5	6	7	8	9	10	11		
														12	13	14	15	16	17	18		
														19	20	21	22	23	24	25		
														26	27	28	29	30				
*THIS DATE MAY CHANGE IN RESPONSE TO THE NUMBER OF SNOW DAYS USED DURING THE SCHOOL YEAR.							END OF MARKING QUARTERS:							JULY								
							<ul style="list-style-type: none"> 1. October 30, 2015 2. January 15, 2016 3. April 1, 2016 4. June 9, 2016 or last day 							S	M	T	W	T	F	S		
							<ul style="list-style-type: none"> DIBELS Testing (BOY, MOY, EOY) Progress monitoring (red and yellow students) 												1	2		
							<p> = DAYS WHEN SCHOOL IS NOT IN SESSION FOR STUDENTS</p>							3	4	5	6	7	8	9		
							<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;">2015</p> <p>August 24 – Teacher/Staff Reporting Day</p> <p>*August 25 – Staff Development</p> <p>August 26 – First Day of School</p> <p>September 7 – Labor Day</p> <p>October 9 – Staff Development</p> <p>October 12 – Columbus Day</p> <p>November 11 – Veterans’ Day</p> <p>November 25-27 – Thanksgiving</p> <p>December 24 - 31 – Holiday Vacation</p> <p style="text-align: right;">*note change</p> </td> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;">2016</p> <p>January 1 – New Years Day</p> <p>January 18 – Martin Luther King</p> <p>February 15 – Presidents’ Day</p> <p>February 16-19 – Winter Vacation</p> <p>March 25 – Non-School Day</p> <p>April 18 – Patriots’ Day</p> <p>April 19-22 – Spring Vacation</p> <p>May 30 – Memorial Day</p> <p>June 9 – Last Day of School</p> </td> </tr> </table>							<p style="text-align: center;">2015</p> <p>August 24 – Teacher/Staff Reporting Day</p> <p>*August 25 – Staff Development</p> <p>August 26 – First Day of School</p> <p>September 7 – Labor Day</p> <p>October 9 – Staff Development</p> <p>October 12 – Columbus Day</p> <p>November 11 – Veterans’ Day</p> <p>November 25-27 – Thanksgiving</p> <p>December 24 - 31 – Holiday Vacation</p> <p style="text-align: right;">*note change</p>	<p style="text-align: center;">2016</p> <p>January 1 – New Years Day</p> <p>January 18 – Martin Luther King</p> <p>February 15 – Presidents’ Day</p> <p>February 16-19 – Winter Vacation</p> <p>March 25 – Non-School Day</p> <p>April 18 – Patriots’ Day</p> <p>April 19-22 – Spring Vacation</p> <p>May 30 – Memorial Day</p> <p>June 9 – Last Day of School</p>	10	11	12	13	14	15	16
<p style="text-align: center;">2015</p> <p>August 24 – Teacher/Staff Reporting Day</p> <p>*August 25 – Staff Development</p> <p>August 26 – First Day of School</p> <p>September 7 – Labor Day</p> <p>October 9 – Staff Development</p> <p>October 12 – Columbus Day</p> <p>November 11 – Veterans’ Day</p> <p>November 25-27 – Thanksgiving</p> <p>December 24 - 31 – Holiday Vacation</p> <p style="text-align: right;">*note change</p>	<p style="text-align: center;">2016</p> <p>January 1 – New Years Day</p> <p>January 18 – Martin Luther King</p> <p>February 15 – Presidents’ Day</p> <p>February 16-19 – Winter Vacation</p> <p>March 25 – Non-School Day</p> <p>April 18 – Patriots’ Day</p> <p>April 19-22 – Spring Vacation</p> <p>May 30 – Memorial Day</p> <p>June 9 – Last Day of School</p>																					
														17	18	19	20	21	22	23		
														24	25	26	27	28	29	30		
														31								

Appendix B

Fountas & Pinnell Instructional Level Expectations for Testing Periods & Progress Monitoring

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
Grade K		C+	D+	E+
		B	C	D
		A	B	C
				Below C
Grade 1	E+	G+	I+	K+
	D / E	F	H	J
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K+	L+	M+	N+
	J / K	K	L	M
	I	J	K	L
	Below I	Below J	Below K	Below L
Grade 3	N+	O+	P+	Q+
	M / N	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q+	R+	S+	T+
	P / Q	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T+	U+	V+	W+
	S / T	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U
Grade 6	W+	X+	Y+	Z
	V / W	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
Grade 7	Z	Z	Z+	Z+
	Y / Z	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
Grade 8	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

KEY	
	Exceeds Expectations
	Meets Expectations
	Approaches Expectations: Needs Short-Term Intervention
	Does Not Meet Expectations: Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade level goals, which should be adjusted based on school/district requirements and professional teacher judgement.

Fountas & Pinnell Benchmark Assessment System Progress Monitoring Reading Levels

Progress Monitoring by Instructional Text Reading Level

GRADE	MONTHS OF THE SCHOOL YEAR									
	1	2	3	4	5	6	7	8	9	10
K	–	A	B	B	C	C	C	D	D	D
1	D/E	E	F	F	G	H	H	I	J	J
2	J/K	K	K	K	L	L	L	M	M	M
3	M/N	N	N	N	O	O	O	P	P	P
4	P/Q	Q	Q	Q	R	R	R	S	S	S
5	S/T	T	T	T	U	U	U	V	V	V
6	V/W	W	W	W	X	X	X	Y	Y	Y
7	Y	Y	Y	Y	Y/Z	Z	Z	Z	Z	Z
8	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z
9-12	Z	Z	Z+	Z+	Z+	Z+	Z+	Z+	Z+	Z+

- The Progress Monitoring by Instructional Text Reading Level chart is intended to provide reasonable expectations for 10 months of the school year. School districts should adjust the expectations to align with their school/district requirements and professional teacher judgment.
- Each level indicates the instructional level; that is, the level that he or she can read with instructional support (e.g., text introduction). At levels A–K, the instructional level is the highest level a student can read with 90–94% accuracy and excellent or satisfactory comprehension, or 95–100% accuracy with limited comprehension. At levels L–Z, the instructional level is the highest level a student can read with 95–97% accuracy and excellent or satisfactory comprehension, or 98–100% accuracy with limited comprehension.
- The student's independent reading level will be one or two levels lower. The independent level is one at which the student can read without teacher support.
- If the student's instructional level matches the indicated level at the particular point in time, the student can be considered to be reading on grade level. If the student's level is higher, then the student can be considered to be reading above grade level. In this case, the student may be reading independently at the level.
- If a student's instructional level is lower than that indicated at the point in time, the student will need intervention. If the student is one to three levels lower, a Tier 2 intervention is needed. If the student is three+ levels lower, a Tier 3 intervention may be needed.
- At some points in time, students may be transitioning from one level to another (for example, Y/Z in month 5 of grade 7). That means the student is reading mostly at the lower level but taking on some texts at the higher level with success. For purposes of analyzing data, consider the lower level Y as reading on grade level.

Appendix C

MAP RIT Norms

This chart defines HI-AV-LO goal scores by grade level and MAP testing season.

Mathematics

Grade Level	Fall			Winter			Spring		
	LO	AV	HI	LO	AV	HI	LO	AV	HI
K	<125	125-155	>155	<138	138-165	>165	<145	145-173	>173
1	<150	150-175	>175	<161	161-187	>187	<167	167-194	>194
2	<164	164-190	>190	<173	173-200	>200	<179	179-206	>206
3	<177	177-204	>204	<185	185-211	>211	<190	190-217	>217
4	<188	188-216	>216	<194	194-223	>223	<199	199-228	>228
5	<197	197-226	>226	<202	202-233	>233	<205	205-238	>238
6	<202	202-233	>233	<206	206-238	>238	<209	209-242	>242
7	<206	206-239	>239	<209	209-243	>243	<211	211-246	>246
8	<208	208-244	>244	<211	211-247	>247	<212	212-250	>250
9	<212	212-248	>248	<214	214-251	>251	<214	214-253	>253
10	<211	211-250	>250	<211	211-252	>252	<211	211-253	>253
11	<213	213-253	>253	<214	214-255	>255	<214	214-256	>256

Reading

Grade Level	Fall			Winter			Spring		
	LO	AV	HI	LO	AV	HI	LO	AV	HI
K	<127	127-155	>155	<139	139-164	>164	>145	145-171	<171
1	<148	148-174	>174	<158	158-185	>185	>163	163-192	<192
2	<159	159-190	>190	<169	169-199	>199	>173	173-204	<204
3	<172	172-204	>204	<180	180-211	>211	>184	184-214	<214
4	<183	183-214	>214	<189	189-219	>219	>191	191-221	<221
5	<191	191-221	>221	<195	195-224	>224	>197	197-227	<227
6	<196	196-226	>226	<200	200-229	>229	>201	201-230	<230
7	<199	199-230	>230	<202	202-232	>232	>203	203-233	<233
8	<201	201-233	>233	<204	204-234	>234	>204	204-236	<236
9	<205	205-236	>236	<206	206-237	>237	>206	206-238	<238
10	<204	204-237	>237	<204	204-238	>238	>204	204-239	<239
11	<206	206-239	>239	<206	206-239	>239	>205	205-240	<240

Language Usage

Grade Level	Fall			Winter			Spring		
	LO	AV	HI	LO	AV	HI	LO	AV	HI
2	<158	158-191	>191	<170	170-200	>200	<174	174-205	>205
3	<174	174-205	>205	<183	183-211	>211	<186	186-214	>214
4	<184	184-213	>213	<191	191-218	>218	<193	193-220	>220
5	<192	192-219	>219	<196	196-223	>223	<198	198-225	>225
6	<197	197-224	>224	<201	201-227	>227	<202	202-229	>229
7	<200	200-228	>228	<203	203-230	>230	<204	204-231	>231
8	<202	202-230	>230	<204	204-232	>232	<205	205-233	>233
9	<204	204-233	>233	<206	206-234	>234	<206	206-235	>235
10	<204	204-234	>234	<205	205-235	>235	<204	204-236	>236
11	<207	207-236	>236	<207	207-237	>237	<206	206-238	>238

Appendix D

WPS Testing Schedule: At a Glance

August	September	October	November	December
Early Screening Inventory	MAP		MCAS ELA Retest: Composition and Comprehension	Work Sampling final ratings
DIBELS Next	Work Sampling observations			DIBELS Next
Fountas & Pinnell BAS		PSAT	MCAS Math Retest	
	ACT	SAT	SAT	SAT
		SAT Subject Test	SAT Subject Test	SAT Subject Test
		ACT		ACT
January	February	March	April	May
SAT	ACT	SAT	ACT	SAT
SAT Subject Test	MCAS HS Biology	MCAS ELA Retest: Composition and Comprehension	EPP: Mathematics	SAT Subject Test
	Work Sampling observations			MCAS Math
ACCESS for ELLs		MCAS Math Retest	MCAS Alt Submission	AP Exams
MAP		MCAS ELA Composition		MCAS STE
		MCAS ELA Reading Comprehension	PARCC	
	Fountas & Pinnell BAS			MAP
				Fountas & Pinnell BAS
				DIBELS Next
June				
MAP				
SAT				
PARCC				
Fountas & Pinnell BAS				
SAT Subject Test				
ACT				
Work Sampling final ratings				
MCAS HS STE				

WPS Testing Calendar

District Testing:

Grade(s)	Test	Approximate Testing Time*	Allowable Administration Dates
K	Early Screening Inventory-Kindergarten (ESI)	15-20 minutes per student	8/31-9/4
K-1 (Grade 1 supplementary only during Spring)	Dynamic Indicators of Basic Early Literacy Skills - NEXT (DIBELS NEXT)	1-4 minutes per student	Kindergarten: 8/31-9/18 Grade 1: 8/27-9/18 12/1-12/23 5/2-5/20
K-8 (Grades K and 3-8 supplementary only)	Fountas and Pinnell Benchmark Assessment System (BAS)	45 minutes per student	8/27-9/25 2/1-3/4 5/2-6/3
2-10 (Grades 2 and 10 supplementary only)	Measures of Academic Progress (MAP)	45 minutes per session (Math and Reading)	9/14-10/8 1/4-2/12 5/9-6/3

Notes:

- To ensure score comparability amongst students in your school, all testing should be completed within as short of a time period as possible. This ensures that all tested students were exposed to roughly the same amount of instruction and that scores represent the same point in learning for all students. Acknowledging the realities of competing interests and schedules in schools, as an alternative it is recommended that schools strive to have all students *within a grade* tested within as short of a time period as possible for each test.
- Students newly enrolled after the start of the school year should be tested using DIBELS and MAP (where applicable, based on grade level) regardless of the testing calendar.

State Testing:

Grade(s)	Test	Approximate Testing Time*	Allowable Administration Dates
Pre-K	Work Sampling (WSS)/Massachusetts Kindergarten Entry Assessment (MKEA)	N/A	1 st Collection Period 8/31 to 10/9; Final Ratings Due 11/6 2 nd Collection Period: 2/15 to 5/6; Final Ratings Due 6/3
K-12	ACCESS for ELLs	varies by grade and ELL proficiency (4 sections)	1/7 – 2/10
4, 7, 10	MCAS ELA Composition	45 minutes per session (2 sessions)	3/22 Make-up 4/5
3-8	MCAS ELA Reading Comprehension	60 minutes per session (2 sessions)	3/21-4/5 (grades, 3, 5, 6 and 8) 3/23-4/5 (grades 4 and 7)
10	MCAS ELA Reading Comprehension	45 minutes per session (3 sessions)	3/23; 3/24 Make-up 4/5
3-8	MCAS Mathematics	45 minutes per session in grades 3-6 50 minutes per session in grades 7-8 (2 sessions across grades)	5/9-5/24
5 and 8	MCAS Science and Technology/Engineering (STE)	45 minutes per session (2 sessions)	5/10-5/24
10	MCAS Mathematics	60 minutes per session (2 sessions)	5/17-5/18 Make-up 5/24
9-12	MCAS HS Science and Technology/Engineering (STE)	60 minutes per session (2 sessions)	2/1-2/2; Make-up 2/4 (Biology) 6/1-6/2 (Biology, Chemistry, Intro. Physics, Tech/Engineer); Make-up 6/6
11-12	MCAS ELA Retest – Composition and Comprehension	45 minutes per session (5 sessions)	11/4-11/6; Make-up 11/13 2/29-3/2; Make-up 3/7
11-12	MCAS Mathematics Retest	60 minutes per session (2 sessions)	11/9-11/10; Make-up 11/13 3/3-3/4; Make-up 3/7
3-8	PARCC (Computer-Based)	TBD	4/25-6/6
3-8	PARCC (Paper-Based)	TBD	4/25-5/27
11-12	EPP: Mathematics	60 minutes per session (2 sessions)	TBD
3-12	MCAS Alternative Assessment	N/A	2/22-3/11; UPS pickup by 4/1

Notes:

- Direct link to statewide testing schedule: <http://www.doe.mass.edu/mcas/cal.html>
- Refer to the appropriate *Principal's Administration Manual (PAM)* for more information, including participation guidelines, the prescribed order for administering each grade's tests, the policy for make-up testing, and deadlines for materials pickup.
- If spring 2014 AP exam dates occur on the same dates as MCAS tests for high school students, tenth graders participating in AP exams scheduled for the same dates as MCAS tests may either participate in the scheduled MCAS test session when finished with the AP exam, or participate in the MCAS test during a make-up session as soon after the regularly administered session as possible. Principals of schools who need a different solution may contact the Department at mcas@doe.mass.edu to request an alternative testing schedule.
- During the fall of 2015 the Board of Elementary and Secondary Education plans to vote on whether to adopt PARCC as the new statewide assessment. At that time the testing schedule for Worcester Public Schools will be amended to reflect this decision.

Additional Assessments:

Grade(s)	Test	Approximate Testing Time*	Allowable Administration Dates	
9-12	Advanced Placement (AP) Exams	Varies by subject	5/2-5/6 5/9-5/13	
10-11	Preliminary SAT (PSAT)	Two 25-minute critical reading sections Two 25-minute math sections One 30-minute writing skills section	10/14 (WPS Testing) or 10/28	
11-12	SAT	225 minutes (10 separately timed sections)	10/3 11/7 12/5 1/23	3/15 5/7 6/4
11-12	SAT Subject Tests	60 minutes	10/3 11/7 12/5 1/23	5/7 6/4
11-12	ACT	No writing (4 sections) – 175 minutes With writing (5 sections) – 205 minutes	9/12 10/24 12/12	2/6 4/9 6/11

Notes:

- Direct link to AP testing schedule: <http://professionals.collegeboard.com/testing/ap/about/dates/next-year>
- Direct link to PSAT testing schedule: <http://professionals.collegeboard.com/testing/psat/deadlines>
- Direct link to SAT and SAT subject tests schedule: <http://professionals.collegeboard.com/testing/sat-reasoning/register/test-dates>
- Direct link to ACT testing schedule: <http://www.actstudent.org/regist/dates.html>

Appendix E

WPS Assessment Plan

School Name: [Click here to enter text.](#)

Measures of Academic Progress (MAP)

Indicate the staff member(s) who will serve as coordinator of MAP testing in your building.

Name: Click here to enter text. Title: Click here to enter text.	Name: Click here to enter text. Title: Click here to enter text.
---	---

For each grade and testing window, indicate the approximate percent of students that will be tested in each grade. Also indicate whether your school will participate in optional testing. These estimates are used to calculate the number of students for which the district will be billed and for monitoring data uploads during testing.

Grade	Subject Area	Fall ELA	Fall Math	Winter ELA	Winter Math	Spring ELA	Spring Math
2	Math	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Reading	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
3	Math	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Reading	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
4	Math	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Reading	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
5	Math	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Reading	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
6	Math	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Reading	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
7	Math	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Reading	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
8	Math	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Reading	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
9	Math	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

	Reading	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
10	Math	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Reading	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

If less than 100% of students in any grade will be tested, describe the decision rules/school policies that will be used to identify students for testing.

Click here to enter text.

Fountas and Pinnell Benchmark Assessment (F & P BAS)

For each grade, indicate the approximate proportion students that will be tested in each grade.

Grade	Subject Area	100%	75%	50%	25% or Less	0% (Will Not Test)
K	Fall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Winter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Spring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	Fall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Winter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Spring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Fall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Winter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Spring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Fall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Winter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Spring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Fall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Winter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Spring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Fall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Winter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Spring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Fall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Winter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Spring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7	Fall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Winter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Spring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Fall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Winter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Spring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If less than 100% of students in any grade will be tested, describe the decision rules/school policies that will be used to identify students for testing.

[Click here to enter text.](#)

Additional Notes:

[Click here to enter text.](#)

DIBELS Next

For each grade, indicate the approximate proportion students that will be tested in each grade.

Grade	Subject Area	100%	75%	50%	25% or Less	0% (Will Not Test)
K	Fall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Winter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Spring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	Fall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Winter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Spring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If less than 100% of students in any grade will be tested, describe the decision rules/school policies that will be used to identify students for testing.

[Click here to enter text.](#)

Additional Notes:

[Click here to enter text.](#)

Note: Students may not be excluded from testing based solely on their disability and on whether or not they are able to participate with accommodations. The decision to administer supplementary tests should be based on multiple indicators of a student’s actual performance and

the information that might be gleaned from the assessment. Policies regarding strategic testing should be uniformly applied to all students. For students with IEP or 504 plans, what, if any, accommodations are needed and for which tests should be determined by the 504 or IEP team and then documented prior to actual testing. Also policies about making strategic testing decisions should be determined by schools well in advance of actual testing and clearly communicated to all necessary staff.