

PROGRESS MONITORING ASSESSMENTS:

The STAR (Standardized Testing and Reporting) tests from Renaissance Learning are used as benchmark assessments. The kindergarten uses an Early Literacy test with a percentile ranking. They are adaptive and sequential tests used to measure student growth. Approximate time needed for this is 30 minutes. Further research regarding this program is; <http://www.renaissance.com/resources/research/>
The mean scores for each grade level for the 2015-16 school year in reading are listed in the following chart:

2015-2016 STAR Mean SCORES			
Grade	Beginning-of-Year GE	Middle-of-Year GE	End-of-Year GE
K	38%	41.1%	68.64%
1	1.05 GE	1.08 GE	1.70 GE
2	3.01 GE	3.1 GE	3.1 GE
3	2.65 GE	3.5 GE	4.15 GE

All students in grades K-6 are given the FAST screening/benchmarking assessment three times throughout the course of the year (fall, winter, and spring). Time necessary for this test is 10 minutes for grades 2-6 and 30 minutes for kindergarten and grade 1. Link to the FAST testing is; <http://www.fastbridge.org/assessments/curriculum-based-assessments-cbm/>

Using FAST data, along with data from Standardized Testing and Reporting (STAR) for third grade students and Developmental Reading Assessment (DRA) for K-3 students, struggling and at-risk students are identified and referred for specific interventions.

The district assessment team meets monthly with classroom teachers to review student progress to determine if the intervention selected is effective. If the student is not responding to the intervention, another intervention is selected, implemented, and monitored. This RtI model is explained further at this web site; <http://www.rti4success.org/>

Students not responding to research-based literacy interventions are referred for special education evaluation or services. The target scores for each grade level are listed in the following charts:

Kindergarten FAST Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Concepts of Print [9]	Onset Sounds [16]	Letter Sounds [42]
Onset Sounds [13]	Letter Sounds [30]	Word Segmenting [30]
Letter Names [22]	Word Segmenting [25]	Nonsense Words [12]
Letter Sounds [10]	Nonsense Words [7]	Sight Words [19]

aReading [391]	aReading [415]	aReading [435]
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First Grade FAST Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Word Segmenting [28]	Word Segmenting [30]	Word Segmenting [32]
Nonsense Words [10]	Nonsense Words [15]	Nonsense Words [21]
Sight Words [21]	Sight Words [49]	Sight Words [65]
Sentence Reading [19]	CBM Reading [40]	CBM Reading [71]
aReading [432]	aReading [452]	aReading [469]

Second Grade FAST Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
CBM Reading [65] (Oral Reading Fluency)	CBM Reading [88] (Oral Reading Fluency)	CBM Reading [106] (Oral Reading Fluency)
aReading [465]	aReading [480]	aReading [485]

Third – Sixth Grad FAST Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
CBM Reading [96] (Oral Reading Fluency)	CBM Reading [116] (Oral Reading Fluency)	CBM Reading [130] (Oral Reading Fluency)
aReading [481]	aReading [497]	aReading [502]

Students in grades 1 through 6 are given the Fountas and Pinnell benchmark assessment. The following link explains the research behind this assessment;
<http://www.heinemann.com/fountasandpinnell/research/basresearchbase.pdf>
 This assessment allows staff a knowledge base of the learner's ability in the following areas: comprehension, fluency, and vocabulary knowledge.

The following table denotes the grade-level correlation between Reading Recovery, Fountas and Pinnell, DRA, Basal Equivalent, and Lexile Levels:

Grade Level	Reading Recovery	Fountas-Pinnell Guided Reading	DRA	Basal Equivalent	Lexile Levels
Kindergarten	A & B	A	A	Readiness	
	1		1		
	2	B	2	PrePrimer 1	
	3	C	3		
4	4		PrePrimer 2		
5	D	6			
6		E		8	
7					
8					
Grade 1	9	F	10	Primer	
	10				
	11	G	12		
	12				
	13	H	14	Grade 1	
	14				
	15	I	16		
	16				
Grade 2	18	J & K	20	Grade 2	300-399
	20	L & M	28		400-499
Grade 3	22	N	30	Grade 3	500-599
			34		
	24	O & P	38		600-699
Grade 4	26	Q / R / S	40	Grade 4	700-799
Grade 5	28	T / U / V	44	Grade 5	800-899
Grade 6	30	W / X / Y		Grade 6	900-999
Grade 7	32	Z		Grade 7	1000-1100
Grade 8	34	Z		Grade 8	

Based on multiple data sources, students will receive instruction and interventions matched to the student's needs in one or more of the five pillars of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Teachers will inform parents of assessment results at conference times. A list of potential supports that the parents can use to assist the child in achieving grade-level proficiency will be provided to the parent. A complete outline of the parent communication and involvement section is below. This assessment is administered in the fall, winter and spring. Time needed is approximately 30 minutes.

STAR Math is administered fall, winter and spring in grades 1-6. Assessments evaluate students' abilities and identify what they've already mastered and where they still struggle. They pinpoint what students know and who is meeting benchmarks. Approximate time for math testing is 30 minutes.

State required testing includes the ACCESS that is administered to all English Learners in grades K-12. This test covers the areas of reading, speaking and writing. Total testing time is approximately three hours.

The OLPA is a practice test administered in the area of math only in grades 3 through 8 and 11. Approximate time to administer is two hours. As noted in the graph it is administered twice.

Minnesota Comprehensive Assessment (MCA) is administered to students in reading in grades 3–8 and 10. This test will take students anywhere from three hours to five hours. Mathematics is administered in grades 3–8 and 11 and takes students on average two to three hours. Science is administered in grades 5, 8, and 10 and three hours is generally needed for completion. The purpose of the MCA is to measure Minnesota students' achievement on the Minnesota Academic Standards. The MCA results inform curriculum decisions at the district level; inform instruction at the classroom level; and, in reading and mathematics, demonstrate student academic progress from year to year.

The Reading and Mathematics MCA are the primary assessments Minnesota uses to meet state and federal accountability requirements. All students are required to take these tests or, for eligible students with significant cognitive disabilities, the Reading and Mathematics Minnesota Test of Academic Skills (MTAS). This test will vary among students but a general rule of thumb is approximately three hours.