

Balanced Assessment System

ASSESSMENT:	PURPOSE:	AREAS ASSESSED	FOR WHOM & BY WHOM	DATE ASSESSED:
MINNESOTA COMPREHENSIVE ASSESSMENT (MCA III) READING	To consider overall proficiency of students; to measure student growth; to evaluate program effectiveness	MN State Standards in Reading (Foundational Skills, Literature, Informational Text)	Grades 3 Classroom teacher	Spring (March-May)
ASSESSING COMPREHENSION & COMMUNICATION IN ENGLISH STATE TO STATE (ACCESS)	To monitor student progress in acquiring academic English; to determine when students identified as EL have attained the language proficiency needed to participate meaningfully in content area classrooms without support; to evaluate program effectiveness	WIDA;s English language development standards (social & instructional language; language of language arts, math, science and social studies	K-3 students identified as English learners EL teacher	Winter (Feb.-March)
FASTBRIDGE ADAPTIVE READING (aReading)	To consider overall proficiency of students; to measure students growth; to evaluate program effectiveness; a qualifier for students who may need additional support	Measure of Broad Reading Ability	Grades 2-5 Classroom teacher	Fall, Winter, Spring
FASTBRIDGE CURRICULUM BASED MEASURES:: earlyReading (K&1) CBMReading (1-5) AUTOREading (2-5)	To identify students who may be at risk for reading difficulties (universal screening); to help teachers identify areas to target instructional support; to monitor at-risk students while they receive additional, targeted instruction; to examine the effectiveness of instructional supports	Measure of foundational skills in reading	Grades K-5 Assessment team or Classroom Teacher	Fall, Winter, Spring
COMMON SUMMATIVE ASSESSMENTS	To ensure instructional alignment to standards; to evaluate curriculum and resources; to determine student progress toward meeting standards; to determine effectiveness of instruction; to identify students who may need additional support	MN State Standards in Reading (Foundational Skills, Literature, Informational Text)	K-3 Classroom teacher	Primarily at the end of each unit of study in reading
COMMON FORMATIVE ASSESSMENTS	To identify students in need of support or advancement; to inform next steps in learning or teaching (diagnostic); to check in with students about their progress in achieving critical learning targets; Used by collaborative teacher teams to collectively respond to the needs of <i>all</i> their students; provide a point of comparison by showing the results from varying methods of instruction	MN State Standards in Reading (Foundational Skills, Literature, Informational Text)	K-3 Classroom teacher and teacher teams	Ongoing throughout the school year
CLASSROOM FORMATIVE ASSESSMENTS	Used by both individual teachers and students; takes place <i>as part of day to day instruction</i> ; to determine which students did or did not respond to initial instruction; to make decisions about the next steps in instruction	MN State Standards in Reading (Foundational Skills, Literature, Informational Text)	K-3 Classroom teacher	Ongoing throughout the school year