

## Fridley Public Schools: Assessment Schedule 2022 – 2023

*Schedules for individual grade levels and classrooms will be communicated in building newsletters as the testing window approaches.*

School	FASTBridge aReading and aMath (Gr. 2 – 4)	FASTBridge CBM: Literacy (Gr. 1 – 4)	FASTBridge earlyReading and earlyMath (Gr. K and 1)	ACCESS for ELLs	MCA
Hayes Elementary	Sept 1 – Oct 7 Jan 3 – Feb 3 May 1 – Jun 2	Sept 1 – Oct 7 Jan 3 – Feb 3 May 1 – June 2	Sept 1 – Oct 7 Jan 3 – Feb 3 May 1 – Jun 2	Jan 30 – Feb 24	Reading: Apr 24 – 28 Math: May 1 – 5
Stevenson Elementary	Sept 1 – Oct 7 Jan 3 – Feb 3 May 1 – Jun 2	Sept 1 – Oct 7 Jan 3 – Feb 3 May 1 – Jun 2	Sept 1 – Oct 7 Jan 3 – Feb 3 May 1 – Jun 2	Jan 30 – Feb 24	Reading: Apr 24 – 28 Math: May 1 – 5
School	FASTBridge aMath (Gr.5-6) & MAP: Math (Gr. 7– 8)	FASTBridge aReading	FASTBridge CBM: Literacy	ACCESS for ELLs	MCA
Fridley Middle School	Sept 12 – Oct 14 Jan 3 – Feb 3 May 1 – June 2	Sept 12 – Oct 14 Jan 3 – Feb 3 May 1 – June 2	Sept 12 – Oct 14 Jan 3 – Feb 3 May 1 – June 2	Jan 30 – Feb 24	Reading: Apr 24 – 28 Math: May 1 – 5 Science Gr.5/8: May 8 – 12
School	ACCESS for ELLs	MCA	FastBridge aReading (Gr. 9 and 10)	MAP: Math (Gr. 9)	PSAT (Gr. 10) ACT (Gr. 11) Pre-ACT (Gr. 10)
Fridley High School	Jan 30 – Mar 24	Math: Mar 13 – 17 Reading: May 1 – 5 Science: May 8 – 12	Sept 12 – Oct 14 Jan 3 – Feb 3 May 1 – June 2	Sept 12 – Oct 14 May 1 – June 2	PSAT: Oct 25 ACT and Pre-ACT: Mar 7
Fridley ALC	Jan 30 – Mar 24	Math: Mar 13 – 17 Reading: May 1 – 5 Science: May 8 – 12	October 10 – 14 May 8 – 12	October 17 – 21 May 22 – 26	Determined by FHS
SEL Screeners	Stevenson Elementary	Hayes Elementary	Fridley Middle School	Fridley High School	Fridley ALC
BEISY (Gr. 1 – 2)	Sept 26 – Oct 28 Mar 27 – Apr 28	Sept 26 – Oct 28 Mar 27 – Apr 28			
YIPS/YEPS (Gr. 3 – 12)	Sept 26 – Oct 28 Mar 27 – Apr 28	Sept 26 – Oct 28 Mar 27 – Apr 28	Sept 26 – Oct 28 Mar 27 – Apr 28	Sept 26 – Oct 28 Mar 27 – Apr 28	Sept 26 – Oct 28 Mar 27 – Apr 28

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Fridley Public Schools uses multiple assessments to provide teachers with information about their students in order to plan effective instruction and identify student who may need additional intervention and enrichment. Some assessments are required by state or federal legislation while others are used to meet state or federal program requirements. The schedule provided indicates the districtwide or whole-school testing. Teachers may administer additional subject or course related tests and assessments to measure individual student progress. The school district strives to maximize instructional time and create a balanced schedule throughout the school year.

**NWEA Measures of Academic Progress (MAP):** This test measures growth and progress in math. This assessment is used by teachers to measure growth throughout the year and from year-to-year. It is also used by staff to inform decisions about placement into academic intervention programs, to set academic goals with students, and to differentiate instruction. (District determined math assessment to measure student proficiency and growth.)

**FASTBridge Curriculum-Based Assessment in Reading:** FAST Assessments measure progress toward grade level benchmarks in reading and is used as one of the metrics for the Minnesota state required Read Well by Grade 3 Initiative. This assessment is used to measure progress in early literacy and reading fluency and accuracy to identify students who may need academic interventions, and by teachers to differentiate instruction. (District-determined reading assessment to measure student progress and proficiency.)

**FASTBridge aReading and aMath:** This computer adaptive test in reading is administered to measure student progress in reading and math skills and identify students who may need additional intervention to support their reading skill growth. (District-determined reading and math assessment to measure student progress.)

**FASTBridge earlyReading and earlyMath:** This test in reading and math is administered to measure student progress in emerging reading and math skills and identify students who may need additional intervention to support their reading skill growth. (District-determined reading and math assessment to measure student progress.)

**ACCESS for ELLs:** This is a test of English proficiency taken by all English learners. The test is used to determine language proficiency, EL program eligibility, and by teachers to differentiate instruction. (State systems accountability requirement)

**MCA (Minnesota Comprehensive Assessment):** This is a test required of all Minnesota students to fulfill legislative requirements of the Every Student Succeeds Act. It measures proficiency in math, reading, and science compared to the Minnesota state standards. It is used as a measure of school performance for public accountability. (State systems accountability requirement)

**ACT:** This is a college admissions test measuring academic readiness for college. Scores are used for college admissions decisions. Minnesota schools are required to offer a college admissions test to all students in as part of state graduation requirements. (State graduation requirement)

**BEISY:** The Brief Externalizing and Internalizing Screener for Youth is a teacher rating scale intended for use as a screening instrument facilitating the screening of broad mental health concerns among students in school settings. It is a universal screener completed by teacher in grades 1 & 2. The use of this universal screening instrument is to gather information about a student's academic, emotional, behavioral, or social needs to ensure students are getting all of their needs met at school.

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**YIPS/YEPS:** The Youth Internalizing Problems Screener (YIPS) & The Youth Externalizing Problems Screeners (YEPS) are a 20-item self-report rating scale intended for use as a screening instrument facilitating the screening of broad mental health concerns among students in school settings. It is a Universal Screener given to all students grades 3 – 12. The use of this universal screening instrument is to gather information about students' academic, emotional, behavioral, or social needs to ensure students are getting all their needs met at school.