

INTERMEDIATE SCHOOL (Grades 3-5)

MONTH	ASSESSMENT (A)	GRADES WHERE ASSESSED		
August				
September				
	A 8 Easy CBM-Progress Monitoring	3	4	5
	A15 MAP Growth: Reading	3	4	5
	A16 MAP Growth: Mathematics	3	4	5
October				
December				
January				
	A 1 ACCESS for ELs (WIDA)	3	4	5
	A 8 Easy CBM-Progress Monitoring	3	4	5
	A15 MAP Growth: Reading	3	4	5
	A16 MAP Growth: Mathematics	3	4	5
February				
	A 1 ACCESS for ELs (WIDA)	3	4	5
24-28	A19 PASA ELA/Math/Science	3	4	5
March				
	A 1 ACCESS for ELs (WIDA)	3	4	5
1-31	A19 PASA ELA/Math/Science	3	4	5
April				
1-10	A19 PASA ELA/Math/Science	3	4	5
20-24	A20 PSSA ELA	3	4	5
27-30	A21 PSSA Math	3	4	5
27-30	A22 PSSA Science	3	4	5
May				
	A 8 Easy CBM-Progress Monitoring	3	4	5
	A15 MAP Growth: Reading	3	4	5
	A16 MAP Growth: Mathematics	3	4	5

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MIDDLE SCHOOL (Grades 6-8)

MONTH	ASSESSMENT (A)	GRADES WHERE ASSESSED
August		
September		
	A 8 Easy CBM-Progress Monitoring	6 7 8
	A15 MAP Growth: Reading	6 7 8
	A16 MAP Growth: Mathematics	6 7 8
	A17 MAP Growth: Science	6 7 8
October		
November		
December		
	A12 Keystone Exam (Retake) Algebra I	7
January		
	A 1 ACCESS for ELs (WIDA)	6 7 8
	A 4 CDT Math/Algebra 1	6 7 8
	A 8 Easy CBM-Progress Monitoring	6 7 8
	A15 MAP Growth: Reading	6 7 8
	A16 MAP Growth: Mathematics	6 7
	A17 MAP Growth: Science	6 7 8
February		
	A 1 ACCESS for ELs (WIDA)	6 7 8
24-28	A19 PASA ELA/Math/Science	6 7 8
March		
	A 1 ACCESS for ELs (WIDA)	6 7 8
1-31	A19 PASA ELA/Math/Science	6 7 8
April		
1-10	A19 PASA ELA/Math/Science	6 7 8
20-24	A20 PSSA ELA	6 7 8
27-30	A21 PSSA Math	6 7 8
27-30	A22 PSSA Science	8
May		
	A 8 Easy CBM-Progress Monitoring	6 7 8
	A 9 Iowa Algebra Readiness Test	6
	A12 Keystone Exam (Algebra I)	7 8
	A15 MAP Growth: Reading	6 7 8
	A16 MAP Growth: Mathematics	6 7 8
	A17 MAP Growth: Science	8

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The Mifflinburg Area School District has adopted common assessments, such as Measures of Academic Progress (MAP) and locally developed curriculum-based assessments. In addition, all students in grades 3, 4, 5, 6, 7, and 8 take the Pennsylvania System of School Assessment (PSSA) unless a parent or guardian has exercised his or her right to opt their child out of the assessment or participation is superseded by an Individual Education Program (IEP). The Pennsylvania Alternate System of Assessment (PASA) is administered to students with the most significant cognitive disabilities, specifically intended for those who are unable to participate meaningfully in the PSSA even with accommodations. Results from these assessments are used for differentiating and/or improving instruction as well as making decisions regarding intervention, remediation, acceleration, and curricular revision. The results are housed in a data warehouse and are shared with faculty and administration. Results of the PSSA assessments are shared with the district's School Board of Directors, parents, and community members through oral and written means, public meetings, district newsletters, and the district website.

DISTRICT ASSESSMENTS

1. ACCESS for ELs – This is an English language proficiency assessment administered to students in kindergarten through grade 12 who have been identified as English Learners. It is administered annually to monitor students' progress in acquiring academic English.
2. Advanced Placement Exams (AP) – These exams are a culmination of an advanced placement course. A qualifying score will allow students to earn college credit and enroll in more advanced courses in college.
3. Armed Services Vocational Aptitude Battery – This is a criterion-referenced performance assessment used only for individual student decisions. It provides data on student aptitudes across various skills and abilities associated with many vocations.
4. Classroom Diagnostic Tests (CDTs) – The Classroom Diagnostic Tests are a set of online assessments divided by content areas (Literacy, Mathematics, and Science) and are designed to provide diagnostic information to guide instruction and provide support and enrichment. It assists in identifying students' academic strengths and areas of needed improvement in order for students to be successful on the PSSA or the Keystone Exam.
5. Cognitive Abilities Test (CAT) – This test provides a robust, standardized measure of cognitive reasoning ability without reference to curriculum-based materials and regardless of previous achievement or first language. The data provide valuable insight into students, such as the ability to reason across the following four distinct batteries: verbal, non-verbal, mathematical and spatial. The data allow for the teacher to adapt teaching methods to suit individual needs.
6. Acadience – Acadience Reading Diagnostic provides an in-depth assessment of reading skills to help untangle the many possible reasons why a student may be struggling to make progress. Diagnostic assessment data provides a guide for targeted instruction that can help students reach their full potential. These tests are administered on a regular basis.
7. Early Screening Profile – This is a national norm-referenced assessment used for individual student decisions. It serves as a screener to provide data on cognitive language, motor, and behavioral development upon entrance to Kindergarten.

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8. Easy CBM – This is a system designed to provide data to teachers in an effort for them to determine if their students need additional instructional support as well as to provide a means by which they can measure the effectiveness of their teaching. The reports are used for evidence-based decision making with child-study teams.
9. Iowa Algebra Aptitude Test (IAAT) – The Iowa Algebra Aptitude Test assesses students’ readiness for Algebra I, including any additional support and intervention they may need to become successful in the algebra classroom.
10. Kaufman Brief Intelligence Test – This is a nationally norm-referenced assessment used only for individual student decisions. It provides data on cognitive ability. It is used as part of the gifted qualification process. It is also used as a part of the screening process for further evaluations for special education qualification.
11. Kaufman Test of Educational Achievement – This is a nationally norm-referenced assessment used only for individual student decisions. It provides data on academic achievement in language arts and mathematics. It is used primarily for evaluating students suspected of being in need of special education services. It is only administered individually and serves as one part of the evaluation for special education.
12. Keystone Exams – The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Biology, and Literature. Keystone Exams will help school districts guide students toward meeting PA Core Standards.
13. MAP Screen: Early Literacy – The MAP Early Literacy screener will provide baseline data for students in the area of literacy who are in the earliest stages of learning, particularly pre-K and kindergarten.
14. MAP Screener: Early Numeracy – The MAP Early Numeracy screener will provide baseline data for students in the area of mathematics who are in the earliest stages of learning, particularly pre-K and kindergarten.
15. Measures of Academic Progress (MAP) for Reading – MAP® Growth™ measures what students know and informs what they’re ready to learn next in the area of reading. By dynamically adjusting to each student’s responses, MAP Growth creates a personalized assessment experience that accurately measures performance.
16. Measures of Academic Progress (MAP) for Math – MAP® Growth™ measures what students know and informs what they’re ready to learn next in the area of mathematics. By dynamically adjusting to each student’s responses, MAP Growth creates a personalized assessment experience that accurately measures performance.
17. Measures of Academic Progress (MAP) for Science – MAP® Growth™ measures what students know and informs what they’re ready to learn next in the area of reading. By dynamically adjusting to each student’s responses, MAP Growth creates a personalized assessment experience that accurately measures performance.
18. National Occupational Competency Testing Institute Assessments (NOCTI) – This is a nationally norm-referenced assessment used primarily to make individual decisions.

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Occasionally, individual results are aggregated to make group comparisons. It has both a traditional pencil/paper component and a hands-on performance component. The Pennsylvania Department of Education mandates this assessment be administered to all completers of Vocational or Tech-Prep programs.

19. Pennsylvania Alternate System of Assessment (PASA) is a statewide alternate assessment designed for students with the most significant cognitive disabilities to demonstrate their learning in ELA, Math, and Science. Specifically, it is intended for those students who are unable to participate meaningfully in the Pennsylvania System of School Assessment (PSSA) even with accommodations. By administering the PASA to students with severe disabilities, schools achieve compliance with federal laws and the Pennsylvania School Code that require that all students participate in the statewide accountability system.
20. Pennsylvania System of School Assessment (PSSA) for English Language Arts (ELA) – This is a criterion-referenced assessment used to make both individual and group or program decisions. These assessments are administered each year in English Language Arts and Math in grades 3-8. The individual results are disaggregated to make comparisons to the state in the form of a state norm. It provides data on English Language Arts concept mastery.
21. Pennsylvania System of School Assessment (PSSA) for Mathematics – This is a criterion-referenced assessment used to make both individual and group or program decisions. These assessments are administered each year in English Language Arts and Math in grades 3-8. The individual results are disaggregated to make comparisons to the state in the form of a state norm. It provides data on Mathematics
22. Pennsylvania System of School Assessment (PSSA) for Science – This is a criterion-referenced assessment used to make both individual and group or program decisions. These assessments are administered each year in science in grades 4 and 8. The individual results are disaggregated to make comparisons to the state in the form of a state norm. It provides data on science concept mastery.
23. Preliminary SAT (PSAT)/National Merit Scholarship Qualifying Test (NMQST) – is a standardized test administered by the College Board and co-sponsored by the National Merit Scholarship Corporation (NMSC) in the United States
24. Process Assessment of the Learner – This is a nationally norm-referenced assessment used only for individual student decisions. It supplies data on academic achievement on language arts and mathematics.. It is used primarily for identifying areas of need for students with the Child Find process to target interventions.
25. Published Instructional Series Assessments – These are criterion-referenced assessments which are generally pencil/paper in nature and are purchased as part of a published basal or instructional series package. They are considered criterion-referenced assessments and are used primarily to make individual decisions. Occasionally, individual results are disaggregated to make group-to-group comparisons. They provide data in all subjects.
26. Scholastic Aptitude Test (SAT) – This is a criterion-referenced assessment used by the district for group or program decisions. It is a standardized test designed to measure basic critical

reading, math and writing skills.

27. Stanford Binet Intelligence Scale – This is a nationally norm-referenced assessment used only for individual student decisions. It provides data on cognitive abilities. It is used primarily for screening of students suspected of being in need of special education or gifted services. It is only administered individually and serves as one part of the evaluation for special education or gifted education.
28. Teacher-developed, Pencil/Paper Assessments – This is the largest category of assessments utilized in the district. They may consist of multiple choice, true/false, short answer, essay, or any of a multitude of formats. All such assessments would be considered criterion-referenced assessments. They provide data for all subjects. The results are used only to make individual decisions.
29. Teacher-developed Performance Assessments – These assessments are very similar to the teacher-developed, pencil/paper assessments but are administered as hands-on activities rather than pencil/paper activities. They would all be considered criterion-referenced assessments and are used only to make individual decisions regarding students in all subjects.
30. Wechsler Individual Achievement Test – This is a nationally norm-referenced assessment used only for individual student decisions. It provides data on academic achievement. It is used primarily for evaluating students suspected of being in need of special education services. It is only administered individually and serves as one part of the evaluation for special education.
31. Wechsler Intelligence Scale for Children – This is a nationally norm-referenced assessment used only for individual student decisions. It provides data on cognitive abilities for children ages 6 to 16 years. It is used primarily for evaluating students suspected of being in need of special education or gifted services. It is only administered individually and serves as one part of the evaluation for special education or gifted education.
32. Wechsler Preschool and Primary Scale of Intelligence – This is a nationally norm-referenced assessment used only for individual student decisions. It provides data on cognitive abilities for children ages 2 years 6 months through 7 years 7 months. It is used primarily for evaluating students suspected of being in need of special education or gifted services. It is only administered individually and serves as one part of the evaluation for special education or gifted education.
33. Woodcock Johnson Test of Achievement and Cognitive Ability – This is a nationally norm-referenced assessments used only for individual student decisions. It provides data on academic achievement and cognitive abilities in language arts and mathematics. It is used primarily for screening of students suspected of being in need of special education or gifted services. It is only administered individually and serves as one part of the evaluation for special education or gifted education.

Standards: As per the Chapter 4 regulations of the Pennsylvania School Code, local assessments should be aligned to the mandated state academic standards. It should be noted that not all assessments listed above are utilized to gauge mastery of academic objectives (i.e. assessments for entry into special programs). Thus, these assessments may or may not align to the mandated standards.

