

KCS 2025-2026 Balanced Assessment System

Vision for Teaching and Learning in KCS: Each and every KCS student is empowered through relevant, equitable, and engaging instruction aligned to clear outcomes, informed by data, and planned collaboratively within a culture of care and high expectations.

Vision for Assessment in KCS: The comprehensive system of assessment in KCS is balanced, timely, and supported through routine analysis and action planning protocols.

	Core	Supplemental	Intensive
K-5	<p style="text-align: center;">Standards</p> <p>District Common Interim Assessments (CIAs) - EOG Courses</p> <p>School-based Common Formative Assessments (CFAs) - Content Areas</p>	<p style="text-align: center;">Progress Monitoring</p> <p>mClass/DIBELS 8 - Reading FastBridge - Math DESSA - SEL Fastbridge - Behavior</p>	<p style="text-align: center;">Progress Monitoring</p> <p>mClass/DIBELS 8 - Reading FastBridge - Math FastBridge - Behavior</p>
	<p style="text-align: center;">Universal Screening</p> <p>mClass/DIBELS 8 - Reading FastBridge - Math DESSA - SEL</p>	<p style="text-align: center;">Diagnostic</p> <p>Various types of diagnostics can be identified and selected through problem-solving that takes place during professional learning teams, data teams, and individual problem-solving.</p>	<p style="text-align: center;">Diagnostic</p> <p>Various types of diagnostics can be identified and selected through problem-solving that takes place during professional learning teams, data teams, and individual problem-solving.</p>
	<p style="text-align: center;">Outcome Measures</p> <p>End of Grade (EOG) tests - Content Areas Summative Assessments - Content Areas</p>		

	Core	Supplemental	Intensive
6-8	<p>Standards</p> <p>District Common Interim Assessments (CIAs) - EOG/C Courses</p> <p>School-based Common Formative Assessments (CFAs) - Content Areas</p>	<p>Progress Monitoring</p> <p>FastBridge - Reading & Math DESSA - SEL Fastbridge - Behavior</p>	<p>Progress Monitoring</p> <p>FastBridge - Reading & Math FastBridge - Behavior</p>
	<p>Universal Screening</p> <p>FastBridge - Reading & Math DESSA - SEL</p>	<p>Diagnostic</p> <p>Various types of diagnostics can be identified and selected through problem-solving that takes place during professional learning teams, data teams, and individual problem-solving.</p>	<p>Diagnostic</p> <p>Various types of diagnostics can be identified and selected through problem-solving that takes place during professional learning teams, data teams, and individual problem-solving.</p>
	<p>Outcome Measures</p> <p>End of Grade (EOG) tests - Content Areas Summative Assessments - Content Areas</p>		
	Core	Supplemental	Intensive
9+	<p>Standards</p> <p>District Common Interim Assessments (CIAs) - EOC Courses</p> <p>School-based Common Formative Assessments (CFAs) - Content Areas</p>	<p>Progress Monitoring</p> <p>FastBridge - Reading & Math FastBridge - Behavior</p>	<p>Progress Monitoring</p> <p>FastBridge - Reading & Math FastBridge - Behavior</p>
	<p>Universal Screening</p> <p>Early Warning System Indicators - Attendance, Behavior, Academics</p>	<p>Diagnostic</p> <p>Various types of diagnostics can be identified and selected through problem-solving that</p>	<p>Diagnostic</p> <p>Various types of diagnostics can be identified and selected through problem-solving that takes place during</p>

DESSA Student Self Report - SEL	takes place during professional learning teams, data teams, and individual problem-solving.	professional learning teams, data teams, and individual problem-solving.
<p style="text-align: center;">Outcome Measure</p> End of Course (EOC) tests - Content Areas Summative Assessments - Content Areas		

District Common Interim Assessments (CIAs)

What: District-wide standards-based assessments designed to measure students' knowledge on grade-level standards. These are aligned to grade-level curriculum.

When: KCS Common Interim Assessments are administered every 5-7 weeks.

Why: To inform grade-level core instruction aligned to state standards and to direct school and district PD plans.

Who: All students

School-based Common Formative Assessments (CFAs)

What: Informal standards-based assessments that allow teachers and learning teams to assess students' knowledge on grade-level standards ongoing, and adjust instruction, between interim benchmarks. These are aligned to the grade-level curriculum.

When: Informal CFAs are administered ongoing by teachers and learning teams.

Why: To inform grade-level core instruction aligned to state standards and adjust core instruction ongoing.

Who: All students

Universal screening

What: Assessments that measure students' reading, math, and social-emotional skills. Depending on grade level and area, these are administered one-on-one with a teacher, whole group on a computer, or through teacher/student rating.

When: Completed three times per year, usually around September, January and May.

Why: To inform teachers and learning teams of skill levels in each area for students to meet and continue to make growth in grade-level expectations. Skills gaps are identified by learning teams to plan and provide skill-based support and intervention.

Who: All students

Progress Monitoring

What: Short skill-based assessments, also known as curriculum-based measures (CBM's)

When: Completed biweekly or weekly depending on the intensity of intervention delivered

Why: To monitor students' progress in specific skills targeted by supplemental or intensive intervention.

Who: Students receiving supplemental or intensive intervention

Diagnostic

What: Additional assessments in areas of reading, math, or SEL that measure a progression of skills and identify skill mastery or need.

When: Optional, used as needed to assist with intervention throughout core, supplemental, intensive supports

Why: To assist learning teams with identifying skill gaps and then aligning instruction and intervention to support those areas.

Who: Varies

Outcome Measures

What: Summative assessments of grade-level standards.

When: End of the school year or end of course (high school)

Why: To measure students' proficiency and mastery of grade-level curriculum standards.

Who: All students