

Assessment Calendar Supplement -- SY 2025-26

Type	Assessment	Explanation of Purpose	Length	Version	Frequency	K	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
LOCAL	Formative Assessments	Standards based grading rubrics drive formative assessments throughout instructional units	Less than an hour	Computer & Paper	All year									
	Summative Assessments	Standards based grading rubrics used to assess learning targets at the end of each Unit. Additional assessments are also provided	Less than an hour	Computer & Paper	All year									
STATE REQUIRED MEASUREMENTS	FastBridge & Capti Readbasix Literacy Screening	Reading Fluency - Used for READ Act compliance and progress monitoring	1-3 min per assessment	Oral & Computer	3x / Year F / W / S									
	FastBridge Math and Reading	AutoMath and AutoReading assessments are administered Fall, Winter, and Spring to monitor student growth	30 min per subject	Computer	3x / Year F / W / S	(W&S) 								
	MCA and MTAS Math and Reading	Measure proficiency of academic state standards	3rd-6th 1.5-2.5 hrs 7th-8th 2-3 hrs	Computer	April & May									
	MCA and MTAS Science	Measure proficiency of academic state standards	1.5 - 2 hrs	Computer	April & May									
	WIDA ACCESS for ELLs Reading, Writing, Speaking, Listening	WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators	K - 30 min 1st-8th - 2-2.5 hrs	Computer, Paper, & Oral	February & March									



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N A T I O N A L	NAEP Math and Reading	NAEP provides results on subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., all fourth-graders) and groups within those populations (e.g., female students, Hispanic students)	~1 Hour	Computer	January to March (testing window)					■				

- Teacher Made Assessments. Used in the classrooms as a common formative assessment. Results answer these questions: How well is the student learning the material being currently taught? To what degree are the current strategies benefiting each student/ Does something have to be done differently in order to accelerate the student’s progress? What specific feedback will benefit the student?
- Assessment required for English Learners for federal Title III accountability. Used as exit criterion for state funding.
- Teacher made assessments. Results answer these questions: How much did the student learn? Has the student obtained the standard? How effective was the instruction in this course/unit/grade level for each student? Should adjustments be made for next term?
- Literacy Assessments
- Locally determined adaptive assessment used for measuring proficiency and growth (unique student projected targets by term)
- Assessment developed and administered by the state. Required for federal and state accountability. Measure proficiency of academic standards.

Disseminating Results:

- Formative and summative local assessment scores are shared with students and parents/guardians at the time of the assessment, Fall and Winter Conferences, and on each semester Report Card.
- MAP scores are given to students at the end of the assessment. Student goals are set within their classroom. MAP Scores are shared with parents/guardians during Fall and Winter Conferences through the MAP trending report and/or NWEA website.
- Preliminary MCA scores will be sent home with students a week after testing has closed.
- Official MCA, MTAS, Adapted ACCESS & ACCESS scores will be mailed home in early September as ISRs are made available. Public summary results are also available on the MN Report Card found on the MDE website.
- All summary assessments results can also be found in the schools Annual Report - located on the school’s website www.twincitiesinternationalschool.org

