

2026-2027
**ASSESSMENT
COMPANION**
Guide



rcboe.org



**Richmond**
County School System

The Assessment Companion Guide | Table of Contents

2026-27 RCSS Testing Calendar First Semester	2
2026-27 RCSS Testing Calendar Second Semester	3
District Assessment Overview Table	4
The Assessment Companion Guide	5
Assessment Anchor Purpose	5
RCSS Data Analysis Protocol (<i>Appendix A</i>)	5
Student Involvement in Data Use (<i>Appendix B</i>)	5
Classroom Testing Environment	6
Resources to Support Assessment Uses	6
Section 1: Core Instructional & Universal Assessments	6
1.2 Additional Information	7
Section 2: State & National Assessments	7
2.2 Using Data from State & National Assessments to Inform Instruction	7
Section 3: Specialized Program Assessments	8
Section 4: Enrollment, Enlistment, and Employment Readiness Assessments	8
4.2 Supporting High/Middle School Advisement & Future Pathways (<i>Appendix C</i>)	8
Section 5: Scheduling Considerations (All Assessment Types)	9
5.1 General Scheduling Expectations	9
5.2 Universal Screeners	9
5.3 Formative Assessments	9
5.4 DRC Beacon Full Battery (School-Wide Formative)	10
5.5 DRC Beacon Testlets	10
5.6 Unit Pre and Post Assessments	10
Appendix A: Data Analysis Protocol	11
Appendix B: SAMPLE Student-Friendly Progress Tracker for Universal Screener	13
Appendix C: SAMPLE Secondary Academic & Graduation Pathway Planning Sheet	14

2026-27 RCSS Testing Calendar | First Semester

FIRST Semester			
*High School EOC Mid-Month, SAT, and ACT Dates listed below this table.			
Administration Dates	Elementary School	Middle School	High School
Aug. 5 – Sept. 17	GKIDS Kindergarten Readiness		
Aug. 10 – Aug. 28	BOY: i-Ready Screener (K-5) Dyslexia Screener (K-3)	BOY: i-Ready Screener (6-8)	BOY: NWEA Map Screener (9-10)
Sept. 2 – Sept. 18	Panorama Student Competencies Screener (Benchmark 1)		
Sept. 21 – Oct. 2		YouScience (6-8)	YouScience (9-12)
Oct. 1 – Oct. 30		PSAT/NMSQT - (10 Required & 11 Optional) PSAT 8/9 - (8 Required & 9 Optional)	
Nov. 12 – Dec. 11	MOY: i-Ready Screener (K-5) Dyslexia Screener (K-3)	MOY: i-Ready Screener (6-8)	MOY: NWEA Map Screener (9-10)
Nov. 16 – Jan. 8			Georgia Milestones (EOC) Winter MAIN Administration
Dec. 7 – Dec. 11			End-of-Pathway (EOPA) Assessments
Dec. 14 – Dec. 18			Semester Exams
High School EOC Mid-Month Opportunities			
Aug. 3 – Aug. 21	Sept. 14 – Sep. 25	Oct. 5 – Oct. 16	Nov. 2 – Nov. 15
*SAT Test Date (Registration Deadline) – CLICK Test Date to Register			
Aug. 22 (Aug. 7)	Sep. 12 (Aug. 28)	Oct. 3 (Sept. 18)	Nov. 7 (Oct. 23)
Dec. 5 (Nov. 20)			
*ACT Test Date (Registration Deadline) – CLICK Test Date to Register			
Sept. 19 (Aug. 14)		Oct. 17 (Sept. 11)	Dec. 12 (Nov. 6)

*Dates are subject to change. *SAT and ACT are optional *DRC Beacon Testlets are optional and available to schools year-round. *iReady Growth Monitoring is optional for schools.

2026-27 RCSS Testing Calendar | Second Semester

SECOND Semester			
*High School EOC Mid-Month, SAT, and ACT Dates listed below this table.			
Administration Dates	Elementary School	Middle School	High School
Jan. 6 – Feb. 26	WIDA ACCESS & WIDA Alternate ACCESS		
Jan. 11 – Feb. 26		Gifted Testing	
Jan. 25 – Feb. 5	DRC BEACON Mock GMAS Administration (3-8, Algebra Concepts and Connections)		
Jan. 25 – March 19	NAEP – Selected Schools Only		
Jan. 27 & Jan. 30	Magnet Schools Specialized Program Testing (K-11)		
Feb. 2 – Feb. 10	CogAT (2)		
Mar. 1 – Apr. 23	Gifted Testing		
Mar. 8 – Mar. 19	Panorama Student Competencies Screener (Benchmark 2)		
Mar. 15 – Mar. 25	Kindergarten Roundup		
Mar. 22 - Apr. 30	Georgia Alternative Assessment (GAA) 2.0		
Mar. 29 – Apr. 2			End-of-Pathway (EOPA) Assessments
Apr. 13 – Apr. 16			EOPA Makeups
Apr. 21 – Apr. 29	GMAS EOG (3-5) ELA – Apr. 21 & 22 Math – Apr. 27 Science – Apr. 28 (5)	GMAS EOG (6-8) EOC (8) ELA – Apr. 21 & 22 Social Studies – Apr. 23 (8) Math – Apr. 27 (all 8) Science – Apr. 28 (8) Alg. C&C – Apr. 29 (8 only)	GMAS EOC (9-12) ELA (Lit & Comp. II) – Apr. 21 & 22 Social Studies (US History) – Apr. 23 Science (Biology) – Apr. 28 Math (Alg. C&C) – Apr. 29
Apr. 26 – May 14	EOY: i-Ready Screener (K-5) Dyslexia Screener (K-3)	EOY: i-Ready Screener (6-8)	
May 3 – May 14			Advanced Placement (AP) & International Baccalaureate (IB) Exams
May 11 – May 14	GMAS Retest ELA & Math (5)	GMAS Retest ELA & Math (8)	
May 15	Magnet Schools Specialized Program Testing (K-11)		
May 17 – May 21			Semester Exams
High School EOC Mid-Month Opportunities			
Jan. 18 – Jan. 29	Feb. 8 – Feb. 19	Mar. 1 – Mar. 12	
*SAT Test Date (Registration Deadline) – CLICK Test Date to Register			
Mar. 6 (Feb. 19)	May 1 (Apr. 16)	Jun. 5 (May 21)	
*ACT Test Date (Registration Deadline) – CLICK Test Date to Register			
Feb. 27 (Jan. 22)	Apr. 10 (Mar. 5)	Jun. 12 (May 7)	Jul. 10 (Jun. 4)

*Dates are subject to change. *SAT and ACT are optional *DRC Beacon Testlets are optional and available to schools year-round. *iReady Growth Monitoring is optional for schools.

District Assessment Overview Table

Assessment	Grades	Purpose / Description
Core Instruction & Universal Assessments		
i-Ready ELA & Math Diagnostic*	K-8	Universal screener that measures current performance, tracks growth, and supports Tier 1 instruction and differentiation.
i-Ready Dyslexia Screener	K-3	Early screener that identifies reading risk and dyslexia indicators to inform targeted literacy support.
NWEA MAP Growth*	9-10	Universal assessment that tracks growth in math, ELA, and science to guide instruction and support future readiness.
DRC Beacon (Full Battery & Testlets)*	3-8, Alg.	Standards-aligned formative tool used to monitor progress, predict Milestones performance, and increase platform familiarity.
Unit Pre/Post Assessments	All	Assess readiness before instruction and measure mastery afterward to guide pacing and reteaching.
Semester Exams	6-12	Evaluates student mastery of course standards at the end of the semester.
Progress Monitoring Tools	Varies	Ongoing assessments that track skill progress and inform instructional or intervention adjustments.
Panorama SEL Screener	K-12	Measures student social-emotional competencies to support whole-child development and Tier 1 supports.
State & National Assessments		
Georgia Milestones (EOG & EOC)	3-12	Summative assessment that measures student mastery of Georgia Standards of Excellence in core content areas.
GKIDS Readiness and GKIDS 2.0	K	GKIDS Readiness provides information about the skills of students entering kindergarten. GKIDS 2.0 is a year-long, standards-aligned formative approach that gives teachers real-time data to adjust instruction.
WIDA ACCESS & Alternate ACCESS	K-12 (EL)	Measures English language proficiency of EL students and EL students who participate in alternate assessments.
WIDA Screener (as needed)	K-12	Identifies Students who qualify for English Learner services.
Work Sampling Online	Pre-K	Used in Pre-K classrooms to measure students' progress across 69 indicators in seven domains of learning.
GAA 2.0 (Ga. Alternate Assessment)	3-12 (eligible)	Measures mastery of alternate academic standards for students with significant cognitive disabilities.
NAEP (National Assessment)	Selected Schools	National assessment used to compare student achievement across states and districts (no individual student impact).
Specialized Program Assessments		
CogAT *	2	Assesses reasoning and problem-solving abilities.
Gifted Eligibility Testing	Varies	Identifies students with high levels of academic readiness who may benefit from gifted services and differentiated instruction.
Flashlight360	1-12 (EL)	Supports progress monitoring and development of English language proficiency.
Magnet School / Specialized Program Assessment	K-11	Used to evaluate student readiness and eligibility for specialized programs or magnet schools.
Enrollment, Enlistment, & Employment Readiness Assessments		
PSAT 8/9*	8-9	Provides early college and career readiness indicators and practice for the SAT.
PSAT/NMSQT*	10-11	Measures college readiness and provides SAT practice while qualifying eligible students for National Merit recognition.
SAT	9-12	College admissions assessment measuring readiness for postsecondary education and scholarship opportunities.
ACT	9-12	College admissions assessment measuring readiness for postsecondary education and scholarship opportunities.
AP / IB Assessments	9-12	Standardized exams for advanced placement and college credit.
End-of-Pathway Assessment	9-12	Measures mastery of CTAE pathways and may lead to industry certification.
YouScience	6-12	This career aptitude assessment helps students identify their strengths, interests, and potential career pathways.
ASVAB (Armed Services Vocational Aptitude Battery)	10-12	Career readiness assessment that identifies strengths across domains to guide career exploration, pathway alignment, and military service options.

*Gifted Qualification Data Point

The Assessment Companion Guide

A Playbook for Instructional Decision-Making & Student Progress

This companion guide establishes a framework for using assessments as active, navigable roadmaps for student achievement. At its core, every assessment serves a clear, purposeful role in supporting and guiding student progress across our district.

Assessment Anchor Purpose

Every assessment in our district has a simple job. We evaluate every tool we use with this standard:

The main goal of every assessment is to help you understand what students need, allowing you to adjust your daily teaching, refine student advisement, and guide them toward their next best step.

RCSS Data Analysis Protocol (*Appendix A*)

When utilizing assessment data, our primary goal is to directly inform and enrich Tier 1 instruction. The RCSS Data Analysis Protocol serves as our standard framework to help teachers and school teams efficiently examine data, identify patterns, and determine next steps.

Rather than a routine for reporting, this protocol is designed to drive visible, positive instructional actions—such as dynamic student grouping and targeted supports. Teachers, school leaders, counselors, and teams collaborate to monitor these adjustments over time, ensuring our data practices translate directly into meaningful student growth in the classroom.

The protocol supports a cycle of data use that includes:

- **Identifying patterns and trends** in student performance
- **Analyzing student understanding**, including strengths and misconceptions
- **Determining strengths and areas for growth**
- **Planning and implementing instructional next steps** within Tier 1

Student Involvement in Data Use (*Appendix B*)

Engaging students in understanding and using their own data supports ownership of learning, goal setting, and progress monitoring. Teachers should connect assessment results to clear, student-friendly goals and provide structured opportunities for students to reflect on their progress within Tier 1 instruction.

Teachers can support student involvement in data use by:

- Turning assessment data into clear, student-friendly learning goals aligned to grade-level expectations
- Supporting students in setting **mastery goals** focused on specific standards, skills, or learning targets
- Supporting students in setting **performance goals** based on assessment results and growth over time
- Providing regular opportunities for students to reflect on progress, identify strengths and areas for growth, and adjust goals as needed
- Using tools such as student data trackers, goal-setting sheets, or notebooks to support ongoing monitoring and reflection
- Incorporating structured opportunities for students to communicate their progress, such as student-led conferences or goal check-ins

Classroom Testing Environment

A quiet, orderly, and consistent testing environment ensures that assessment data accurately reflects student learning and reliably guides Tier 1 instruction.

Testing Environment

- **Setting:** Maintain a calm, distraction-free room with minimal movement or interruptions.
- **Readiness:** Prepare all materials and technology in advance to prevent disruptions.
- **Consistency:** Follow standard school procedures so data is comparable across classrooms.
- **Purpose:** Frame assessments as opportunities to show growth, not just tasks to complete.

Teacher Expectations

- State the assessment's purpose and expectations clearly.
- Actively monitor the room to keep students engaged.
- Provide technical or logistical help, but do not give instructional clues or prompts.
- Encourage persistence and best effort.

Student Expectations

- Work carefully, independently, and stay focused.
- Follow all directions and use time wisely.
- Avoid distracting peers.
- Ask for help only regarding technical issues or directions.

Resources to Support Assessment Uses

- **Appendix A:** RCSS Data Analysis Protocol
- **Appendix B:** SAMPLE Student-Friendly Progress Tracker for Universal Screener
- **Appendix C:** SAMPLE Secondary Academic & Graduation Pathway Planning Sheet

Section 1: Core Instructional & Universal Assessments

The diagnostics in this category establish school-wide baselines, track individual growth, and inform real-time adjustments to classroom instruction, interventions, and instructional decisions.

Core Instruction & Universal Assessments		
Assessment	Grade Levels	Reports & Resources
i-Ready ELA & Math Diagnostic	K-8	Data Analysis Data Tracking Data Chats (K-5) Data Chats (6-8) Teacher Toolbox Diagnostic Results Projected Proficiency Standards Performance
i-Ready Dyslexia Screener	K-3	Literacy Tasks Scoring Tables Dyslexia in the Classroom GADOE Resources
NWEA MAP Growth	9-10	School Profile Class Profile Student Profile Learning Continuum Projected Proficiency
DRC Beacon (Full Battery & Testlets)	3-8, Algebra	DRC Beacon Reports FAQ: What Do You Want to See?
Unit Pre/Post Assessments	K-12	
Semester Exams	6-12	
Progress Monitoring Tools	Varies	
Panorama SEL Screener	K-12	Enhanced Reporting Panorama Playbook Check and Connect Temperature Check Character Lab (WOOP) The Art of Discipline

1.2 Additional Information

- **Progress Monitoring:** Progress monitoring is designed to show you quickly if an intervention is working. Collaborative teams and teachers review this progress during PLCs and planning times.
 - If a student's growth rate isn't keeping pace with their individual target, it's a prompt to adjust our instructional approach—such as focusing on a different prerequisite skill, trying a new visual strategy, or reducing the small-group size during intervention time.
- **i-Ready Personalized Path:** The primary purpose of i-Ready Personalized Path is to provide individualized practice that complements Tier I classroom instruction and teacher-led intervention.
 - Teacher-led instruction should always be the priority. Personalized Path is intended to supplement, not replace, high-quality, teacher-directed instruction for intervention.
 - More information on how to utilize the i-Ready Personalized Path can be found here: [RCSS Instructional Guidance: Utilizing i-Ready Personalized Path](#)

Section 2: State & National Assessments

These summative assessments help us take a step back and evaluate our school-wide progress and support, long term plans, scheduling decisions, and school improvement initiatives.

State and National Assessments		
Assessment	Grade Levels	Reports & Resources
Georgia Milestones (EOG & EOC)	3–12	GMAS Resource Repository (INSPIRE) GMAS EOC Courses Achievement Level Descriptors GMAS Test Practice EOG & EOC Score Interpretation Guide
GKIDS Readiness and GKIDS 2.0	K	GKIDS Resource Repository (INSPIRE) GKIDS 2.0 Next Steps Guide
WIDA ACCESS for ELLs 2.0	K–12 (EL)	WIDA Resource Repository (INSPIRE) WIDA Home Page
WIDA Alternate ACCESS	K–12 (EL)	
WIDA Screener	K–12 (as needed)	
GAA 2.0 (Ga. Alternate Assessment)	3–12 (eligible)	GAA Resource Repository (INSPIRE) GAA 2.0 Score Interpretation Guide
NAEP (National Assessment)	Selected Schools	NAEP Resource Repository (INSPIRE) About NAEP The Nation's Report Card NAEP Data Explorer

2.2 Using Data from State & National Assessments to Inform Instruction

Because state accountability assessments occur at various points throughout the year, their data serves a dual purpose. Intermittent scores provide a pulse check on current student progress, while cumulative results offer a big-picture look at program effectiveness before students transition to the next grade level.

Rather than using this data to dictate day-to-day pacing, we treat state results as a collaborative compass. Depending on the timing of the assessment, school leadership, PLCs, and instructional coaches analyze these trends to support your current classroom strategies and to strategically prepare for incoming student cohorts

- **Anticipating Next Year's Trends:** If the data shows that our outgoing 4th graders struggled with fractions on the GMAS, our incoming 4th-grade teachers can anticipate this trend. They can proactively adjust their fall pacing, design supportive prerequisite scaffolds, or spiral fraction foundations into early-year warm-ups.
- **Vertical Planning Conversations:** This data lets us have meaningful cross-grade discussions. For example, 5th-grade teachers can share notes with 4th-grade teams to coordinate how specific, challenging standards are introduced and supported.

- **Directing School Resources:** Leadership teams use these patterns to purchase specific, hands-on instructional materials, coordinate coaching support, decide who is teaching what, and adjust Master Schedules to protect common grade-level planning time.

Section 3: Specialized Program Assessments

The assessments in this category are used for specialized student populations.

Specialized Program Assessments		
Assessment	Grade Level	Reports & Resources
CogAT (Cognitive Abilities Test)	2	Next Step Planning Tool Teacher Dashboard
Gifted Testing	1-11	Advanced Studies
Flashlight360	1-12 (EL)	Teacher Toolbox Speaking and Writing Anchors Videos
Magnet School / Specialized Program Assessment	K-11	School Choice

Section 4: Enrollment, Enlistment, and Employment Readiness Assessments

The assessments in this section help students uncover their unique aptitudes, choose exciting pathways, and plan for their lives after graduation.

Enrollment, Enlistment, & Employment Readiness Assessments		
Assessment	Grade Level	Reports & Resources
PSAT 8/9	8-9	Score Release Date How to Access Your Scores What Does Your Score Mean?
PSAT/NMSQT	10-11	Score Release Date How to Access Your Scores What Does Your Score Mean?
SAT	9-12	Score Release Date How to Access Your Scores What Does Your Score Mean?
ACT	9-12	ACT Test Scores
AP / IB Assessments	9-12	AP Score Reports IB Score Reports
End-of-Pathway Assessment (EOPA)	9-12	EOPA Resource Repository (INSPIRE)
YouScience	6-12	YouScience Resource Repository (INSPIRE)
ASVAB (Armed Services Vocational Aptitude Battery)	10-12	ASVAB Testing Program Where to Take the ASVAB

4.2 Supporting High/Middle School Advisement & Future Pathways (Appendix C)

Counselors, teachers, parents, guardians, and administrators should use readiness metrics to have collaborative, encouraging conversations with students about their goals:

- **Opening Advanced Academic Doors (AP Potential):** When PSAT 8/9 and PSAT/NMSQT scores come in, counselors look at the College Board AP Potential report. This tool helps you find students who have the aptitude to succeed in advanced courses but might not have pictured themselves there yet. Use this to invite and encourage them to try AP or IB options.
- **Matching Strengths to Careers (YouScience):** During advisement sessions, counselors use YouScience to help students see how their natural talents align with career elective paths. This ensures students aren't just taking random electives but are building a pathway that excites them.

- **Transitioning to Service & Industry (ASVAB & EOPA):** You can connect ASVAB and pathway assessment scores directly to high school advisement. This helps students aiming for the military or immediate career placement map out exact certification fits or service branches before graduation day.

Section 5: Scheduling Considerations (All Assessment Types)

Assessment scheduling should prioritize accurate data collection, minimal disruption to instruction, and immediate instructional use within Tier 1. Scheduling decisions should ensure data is collected in ways that directly support teaching and learning.

5.1 General Scheduling Expectations

- When possible, assessments should be embedded within the regular instructional schedule, not treated as separate or isolated events.
- Scheduling should allow for timely analysis and instructional response.
- Ensure balanced use of instructional time, maintaining teacher-led instruction as the primary focus.
- **Regular Classroom Administration:** To minimize student anxiety and capture authentic student performance, assessment administration should occur within the regular classroom environment when possible.
- **Strategic Split-Room Models:** When assessments are made up or individual, teachers should avoid pausing whole-class learning. Consider utilizing a split-room station model: proctor the active testing group (part of the class) while the rest of the class independently practices high-interest, standards-aligned Tier 1 activities.

Classroom Testing and Non-Testing Group Split	
Testing Group	Non-Testing Group
• Focus, proctored group • Quiet workspace, low anxiety • Teacher proctoring and monitoring	• Standards-aligned centers • Meaningful independent tasks • Self-selected reading

5.2 Universal Screeners

- Administer within the regular classroom setting, not a separate schoolwide testing schedule.
- Universal screeners are untimed and should be scheduled to maximize accurate data collection for Tier 1 planning.
- Typical testing time: *(actual time may vary based on student pace)*
 - Grades K–1: ~45 minutes
 - Grades 2–10: ~90 minutes
- Administer assessments in multiple segments to improve accuracy.
- Plan for approximately two 45-minute class periods per subject.
- Use shorter testing segments for younger students and those needing additional support.
- Provide clear, age-appropriate explanations to students about purpose and use of results.

5.3 Formative Assessments

- Should be scheduled to support ongoing instruction and provide immediate, actionable data.

- Timing should align with instructional pacing, allowing teachers to adjust instruction during and after learning.

5.4 DRC Beacon Full Battery (School-Wide Formative)

- One content area should be completed in one sitting when possible (pause/resume available if needed). Do not administer ELA and Math on the same day.
- Administer using Georgia Milestones–like testing conditions.
- Integrate within the instructional schedule rather than suspending instruction.

5.5 DRC Beacon Testlets

- Short assessments (15–20 minutes) administered:
 - After instruction on a specific domain and during a unit of study
- Can be used flexibly within a 30-day window to build toward predictive GMAS scores.
- Should support instruction, not interrupt or replace it.

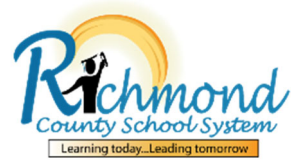
5.6 Unit Pre and Post Assessments

- Pre and Post Assessments provide teachers with data on each student’s academic knowledge before beginning a unit of instruction (pre-assessment) and after the conclusion of the unit of instruction (post-assessment).
- Based on the curriculum maps and pacing guides, these assessments are designed to be given at the beginning and end of each unit.
- Pre-assessments should never be used as a grade. Post-assessments may be used as a grade.

Appendix A: Data Analysis Protocol

Teacher Name: _____

Grade Level/Subject: _____



Assessment being analyzed: _____ Date Students Assessed: _____

The purpose of using a data analysis protocol is to help identify strengths and instructional needs based on a given assessment. This data analysis protocol was developed using protocols from the National School Reform Faculty.

Step 1: What stands out to you from the data? (10 minutes)

I observe that.....

Some patterns/trends that I notice are.....

I am surprised to see.....

Step 2: What does the data tell us? What does the data NOT tell us? (10 minutes)

I believe the data suggests.....

Additional data that would help me verify/confirm my explanation is.....

One factor to consider that is not included in this data is.....

Step 3: What strengths are there to celebrate? (5 minutes)

One thing that I am pleased to see in the data is.....

The students were most successful on.....

One thing that is working well for instruction that contributed to this success is.....

Step 4: What are the areas for growth and the next steps? (10 minutes)

Consider the following:

The FIRST STEP to increase student success in this data would be.....

A step that we can take as a group would be.....

A step that I can take as a teacher would be.....

What actions are needed for the following groups based on this data? (10 minutes)

Student group based on this assessment (list names if possible)	Next step for this group	Person responsible for ensuring implementation of next step
Students who need remediation		
Students who are on track		
Students who need acceleration		

Appendix B: SAMPLE Student-Friendly Progress Tracker for Universal Screener
My Learning Goal Tracker

Name: _____ Class: _____

My Goal Area: _____

Assessment Window	My Starting Score	My Growth Target	Did I Hit My Target?
Beginning of Year			
Middle of Year			
End of Year			

My Action Plan to Grow:

1. I will practice these specific target skills and standards.

2. I will stay focused on my learning everyday by developing the following habits while at school.

3. My specific target standards that I want to master next are.

Appendix C: SAMPLE Secondary Academic & Graduation Pathway Planning Sheet

RCSS Secondary Pathway Planning

Student Name: _____ Grade: _____
Counselor: _____

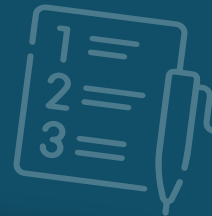
Postsecondary Intent: [4 Year College Enrollment] [2 Year College/Technical Enrollment] [Military Enlistment] [Career Employment]

1. Academic and College Readiness

- a. PSAT/SAT Score: Reading: _____ Math: _____ Total: _____
- b. ACT Composite Score: _____
- c. AP/IB Potential Courses Identified:
 - i. _____
 - ii. _____
 - iii. _____

2. Career Aptitude and Employment Readiness

- a. YouScience Top Career Matches
 - i. _____
 - ii. _____
- b. CTAE Pathway
 - i. _____
- c. EOPA Certification Target
 - i. _____
- d. ASVAB AFQT Score
 - i. _____
- e. Military Career Field Matches
 - i. _____
 - ii. _____



2026-2027
ASSESSMENT COMPANION
Guide

