

GCSD Benchmark Assessment Administration and Guidelines



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Prior to Testing Guide

- Maintain test security by ensuring that secure test forms, items, passages, prompts, and tasks are not reviewed, practiced, or used with students prior to test administration.
- Trainings will be held at every school prior to each benchmark testing window to update staff on changes in testing procedures as well as to ensure consistency in testing administration across the district.
- STAR Math Audio will be turned on for all 6-12 grade students.
 - District staff will ensure new students have this enabled before each benchmark testing window.
- School staff will review district screening accommodations that are tagged within student profiles in Branching Minds to ensure accuracy of student accommodations.
 - District staff will make any accommodation updates within Branching Minds.
- District staff will send a summary email to K-5 teachers outlining the required assessments for each benchmark period including phonological awareness assessments, phonics assessments, morphology assessments, and district screening assessments.
 - Also included in the email will be guides for entering assessment data into Branching Minds.

Benchmark Assessment General Guidelines

Benchmark Assessment Windows

- Benchmark assessments will be given within the benchmark windows set by the curriculum director each year as specified on the GCSD curriculum webpage.
- Kindergarten Fall Screening
 - The following assessments can be done before the screening window opens: Aimsweb Plus building-level subcomponents, beginning reading skills assessment, and phonological awareness assessment.

Assessing New Students

- New students will take the benchmark assessments within two weeks of enrollment. However, students who enroll within two weeks of an upcoming universal screening window will not be screened until the following testing window.
- Star Assessments will be locked between benchmark testing periods. For newly enrolled students, email the curriculum director to unlock the test outside of the benchmark testing window.

Administering and Proctoring Assessments

- Assessment administration fidelity will be followed for each assessment administered following the guidelines in this handbook
- When proctoring computer-based assessments, please remember to:
 1. Prepare in Advance
 - Know the platform: Practice using the testing system ahead of time (logins, navigation, pause/submit features).
 - Check technology: Ensure devices are charged, internet is stable, and headphones (if needed) work.
 - Pre-set devices: Close unnecessary apps, disable notifications, and confirm any required secure browser is installed.
 - Seating arrangement: Space students to minimize screen visibility or use privacy screens.
 - Access administration guidelines: Get familiar with administration script
 2. Set Clear Expectations
 - Review testing rules (no talking, no outside help, when to raise hands).
 - Explain what to do if something goes wrong (freeze, logout, etc.).
 - Clarify timing, breaks, and submission procedures.
 - Use consistent language to reduce anxiety and confusion.
 - Read test administration guideline script
 3. Actively Monitor During Testing
 - Effective proctoring is active, not passive.

- Circulate the room regularly rather than sitting at a desk.
 - Watch for:
 - Off-task behavior (switching tabs, looking around)
 - Technical issues
- Position yourself so you can see multiple screens at once.
- Avoid distractions (phone use, grading papers).
- 4. Maintain Test Security
 - Protect the integrity of the assessment.
 - Ensure only approved materials are accessible.
 - Confirm that students are on the correct test/session.
 - Use secure browsers or monitoring tools if required.
 - Do not assist with answers—only clarify directions if allowed.
- 5. Support Students Appropriately
 - Provide approved accommodations (extended time, separate location, etc.).
- 6. Manage Timing and Transitions
 - Give time reminders (e.g., halfway, 10 minutes left).
 - Monitor early finishers—ensure they don't disrupt others.
 - Have a plan for students who finish at different times.
- 7. Document Irregularities
 - If something unusual happens, record it.
 - Tech failures
 - Student misconduct
 - Testing interruptions
 - Follow your school/district protocol for reporting.
 - Notify your building principal if any of these instances occur.

Re-Testing Protocol

- Re-testing is appropriate only when there is a specific, documented concern that the original assessment score may not be valid, due to:
 - Administration error
 - Student illness or significant disruption during testing
 - Accommodations that were not provided as required
- When there is a discrepancy or concern regarding an assessment result and re-testing is requested, the teacher must inform the building administrator. All re-testing requests and re-testing must occur within the designated testing window and follow the district re-testing protocol through the building Student Success Team (SST).
- Re-Testing Process
 1. Contact the building administrator.

The teacher communicates the assessment concern and request for re-testing to the building administrator.

2. Document the concern.

The student and the specific assessment concern must be documented in the building's GCSD MTSS: SST Microsoft Teams site by the building administrator.

Documentation must include:

- The specific, documented validity concern (an administration error, student illness or significant disruption, or accommodations not provided as required).
- A clear, objective description of the incident, including what was observed, how administration procedures were affected, and any required accommodations that were not provided.

3. SST reviews the request.

The building SST will review the documented concern and determine whether re-testing is warranted.

4. Re-test, if approved.

If re-testing is approved, the student will be re-tested within the designated testing window.

5. Limit re-testing.

Each student may receive no more than one re-test per screening window.

Student Accommodation Definitions

- GCSD will follow the Wyoming Department of Education WY-TOPP Guidance for Accessibility and Accommodations:

Administrative Consideration	Description
Emergency Accommodation <i>(See Appendix E: Documentation for Use of an Emergency Support/Accommodation)</i>	Used when a student needs a new accommodation immediately prior to the assessment due to unforeseen circumstances. Cases could include students who have a recently-fractured limb (e.g., fingers, hand, arm, wrist, or shoulder); whose only pair of eyeglasses has broken, or a student returning from a serious or prolonged illness or injury.
Familiar test administrator	The student knows the test administrator and/or interpreter.
Frequent breaks	All students may take breaks as needed. Frequent breaks refers to multiple, planned, short breaks during testing based on a specific student's needs (for example, the student fatigues easily).
Separate or alternative location	The test is administered in a different location other than the location where other students are testing (for example, a different classroom). A certified and trained TA must be in the room with the student(s) at all times.
Small Group	A small group is a subset of a larger testing group assessed in a separate location. There is no specific number defined for a small group, but two to eight students is typical. Small groups may be appropriate for human read-aloud translated test administration, or to reduce distractors for some students. A certified and trained TA must be in the room with the students at all times.
Specialized equipment or furniture	This includes equipment such as adjustable desks or chairs.
Specific area or seating	The student sits in a specific place in the test setting such as by the window for natural light or beside the test administrator's desk.
Time of day	The student takes the test during the time of day most beneficial to his or her performance. Care must be taken to ensure that the student has all allowable time available for testing.

AimsWeb Plus

- All kindergarten through 5th grade students will be universally screened on AimsWeb Plus during each fall, winter, and spring benchmark testing window in the areas of reading and math.
- All kindergarten and 1st grade students will be universally screened on the AimsWeb Plus RAN measure during the winter benchmark testing window. Students whose scores are identified as “not typical” will be reassessed in the spring benchmark testing window.
- Administration personnel:
 - Some subcomponents will be given by the district testing team, and others will be given at the building level.
 - Please see attached link: [Aimsweb Administration Personnel by Subcomponent](#)
- Students with non-responses on the computerized portion of the reading or math tests
 - As per the superintendent:
 - The student is given directions for the assessment. Opportunities to provide answers to the assessment are given; if a student does not engage in the assessment, redirections are given for 2 minutes. If, after 2 minutes, the student has not engaged in the assessment after redirects and the assessment does not have a discontinue protocol already established, the assessor will click through the assessment to complete the tasks required for that assessment. The teacher will then note on the AIMS web system that they followed the 2-minute protocol and clicked through the assessment for the student.
 - Documentation must be provided on the District Benchmark Accommodations and Non-Responders form.
 - This document can be found in the building’s GCSD MTSS: SST Microsoft Teams site. Reach out to your building principal to access this document.

Early Literacy		
Early Literacy Administration and Scoring Guide Testing Accommodations		
Subcomponent	Administration Guide Link	Administration Video Link
Print Concepts	Guide	Video
Initial Sounds	Guide	Video
Auditory Vocabulary	Guide	Video
Phoneme Segmentation	Guide	Video
Letter Naming Fluency	Guide	Video
Letter Word Sounds Fluency	Guide	Video
Nonsense Word Fluency	Guide	Video
Word Reading Fluency	Guide	Video
Oral Reading Fluency	Guide	Video
Reading		
Reading Administration and Scoring Guide Testing Accommodations		

Reading Teacher Script (when administering multiple tests in one session)		
Subcomponent	Administration Guide Link	Administration Video Link
Reading Comprehension	Guide	Video
Vocabulary	Guide	Video
Silent Reading Fluency	Guide	Video
Oral Reading Fluency	Guide	Video
Early Numeracy		
Early Numeracy Administration and Scoring Guide Testing Accommodations		
Subcomponent	Administration Guide Link	Administration Video Link
Quantity Total Fluency	Guide	Video
Quantity Difference Fluency	Guide	Video
Number Naming Fluency	Guide	Video
Concepts and Applications Gr.K-1	Guide	Video
Math Facts Fluency – 1 Digit	Guide	Video
Number Comparison Fluency-Pairs	Guide	Video
Math Facts Fluency - Tens	Guide	Video
Math		
Math Administration and Scoring Guide Testing Accommodations Math Teacher Script (when administering multiple tests in one session)		
Subcomponent	Administration Guide Link	Administration Video Link
Number Comparison Fluency-Triads	Guide	Video
Mental Computation Fluency	Guide	Video
Concepts and Applications Gr.2-12	Guide	Video
Extra Measures		
Measure	Administration Guide Link	Administration Video Link
RAN Objects	Guide	Video
MAZE	Guide	Video
Written Expression	Guide	Video
Spelling Grades K-3	Guide	Video
Spelling Grades 4-12	Guide	Video
Listening Comprehension	Guide	Video

IMSE Orton-Gillingham Phonics

- Administration personnel:
 - These assessments can be administered by a *certified* staff member only.

	When is Assessment Given	Link to Assessments			
Beginning Reading Skills Assessment (BRSA)	Kindergarten Fall Kindergarten Winter Kindergarten Spring	Link			
GCSD Assessment Masters	When is Assessment Given	Sounds Assessment Teacher Recording Form	Spelling Words and Sentences Assessment Teacher Recording Form	Sounds and Spelling Word Student Form	Reading Words and Sentences Assessment
Level 1 Initial	Kindergarten Spring First Grade Fall	Link	Link	Link	Link to Recording Form and Student Copy
Level 1 Midterm	First Grade Winter	Link	Link	Link	Link to Recording Form and Student Copy
Level 1 Final	First Grade Spring	Link	Link	Link	Link to Recording Form and Student Copy
Level 2 Initial	Second Grade Fall	Link	Link	Link	Link to Recording Form and Student Copy
Level 2 Midterm	Second Grade Winter	Link	Link	Link	Link to Recording Form and Student Copy
Level 2 Final	Second Grade Spring Third Grade Fall	Link	Link	Link	Link to Recording Form and Student Copy
3 rd Grade and Beyond Spelling Survey	Third Grade Winter	N/A	Link	Link	Link
GCSD Assessment Masters	When is Assessment Given	Morphology/ Red Words Assessment	Assessment Key		
3 rd Grade Morphology Assessment	Third Grade Spring	Link	Link		

Beginning Reading Skills (Kindergarten)

- Kindergarten will give the Beginning Reading Skills Assessment (BRSA) in the fall, winter, and spring benchmark windows.
- During the spring benchmark window, kindergarten staff will also administer the Level 1 initial Assessment. (See first grade guidelines below.)
- The components of the BRSA assessment are on the table below, along with allowed prompts to maintain fidelity:

BRSA Component	Administration Directions/Allowed Prompts
Students will say, not sing, the alphabet.	*Teacher will document errors. *District data will not be collected on this subcomponent.
Students will write the alphabet in ABC order on grade appropriate paper. Students who cannot write the alphabet can write their name. Students who cannot write their name can draw a picture.	*Teachers will document errors and other anecdotal observational notes. *District data will not be collected on this subcomponent.
Uppercase letter naming (District data will be collected.)	* Before the assessment begins, the teacher will tell the student that they are going to say the names of the letters. * Teacher points to each letter in the order given on the BRSA form. * Student states the name of the letter. * If the sound is given, the teacher can prompt “What is the name of the letter?” * If no response is given or the student states “I don’t know”, the teacher will move to the next letter.
Uppercase letter recognition (District data will NOT be collected.)	*If students score below 50% on the uppercase letter naming subcomponent, teachers will administer the uppercase letter recognition subcomponent. *Not all students will be given the uppercase letter recognition subcomponent. *Teacher will state “Show me the letter Bb.” *Student will point to the letter. *Teacher will document errors. *Teachers will NOT state the letter names in the order given on the assessment paper. *Teachers will give letter names in the same order for each student that is given the uppercase letter recognition assessment.
Lowercase letter naming	* Before the assessment begins, the teacher will tell the student that they are going to say the names of the letters. * Teacher points to each letter in the order given on the BRSA form. * Student states the name of the letter.

(District data will be collected.)	* If the sound is given, the teacher can prompt “What is the name of the letter?” * If no response is given or the student states “I don’t know”, the teacher will move to the next letter.
Lowercase letter recognition (District data will NOT be collected.)	*If students score below 50% on the lowercase letter naming subcomponent, teachers will administer the lowercase letter recognition subcomponent. *Not all students will be given the lowercase letter recognition subcomponent. *Teacher will state “Show me the letter, b.” *Student will point to the letter. *Teacher will document errors. *Teachers will NOT state the letter names in the order given on the assessment paper. *Teachers will give letter names in the same order for each student that is given the uppercase letter recognition assessment.
Sound naming (District data will be collected.)	* Before the assessment begins, the teacher will tell the student that they are going to say the sounds of the letters. * Teacher points to each letter in the order given on the BRSA form. * Student states the sound(s) of the letter. * If only one sound is given, the teacher can prompt “Do you know any other sounds for this letter?” * If the letter name is given, the teacher can prompt “What is the name of the letter?” * If no response is given or the student states “I don’t know”, the teacher will move to the next letter.
Sound recognition (District data will NOT be collected.)	*If students score below 50% on the sound naming subcomponent, teachers will administer the sound recognition subcomponent. *Not all students will be given the sound recognition subcomponent. *Teacher will state “Show me the letter that makes the /b/ sound.” *Student will point to the letter. *Teacher will document errors. *Teachers will NOT state the sounds in the order given on the assessment paper. *Teachers will give the sounds in the same order for each student that is given the sounds recognition assessment.

Level 1 (First Grade)

- First grade students will take the IMSE Level 1 Initial Phonics Screener during the fall benchmark window, the IMSE Level 1 Mid Phonics Screener during the winter benchmark window, and the IMSE Level 1 Final Phonics Screener during the spring benchmark window.

- The components of the Level 1 assessments are on the table below, along with allowed prompts to maintain fidelity. The components remain the same for all three benchmark windows. The complexity of the words change based on the scope and sequence of the Level 1 materials. The scripts are taken from the assessment section in the IMSE training manual.
- Note: It is recommended that this assessment be administered during classroom, Orton-Gillingham time each day over the course of four days. Components can be combined to shorten the length of assessment. **However, the spelling of words and sentences component and the reading of words and sentences component cannot be given on the same day to maintain fidelity.**

Level 1 Component	Administration Directions/Allowed Prompts
Informally assess on the visual portion of the 3 Part Drill	*This component is used as a warm-up for the assessments. *Teachers will show the cards that students have been taught up to the benchmark assessment window. *Students will state the sound(s) for each card.
Students write the alphabet in abc order. Students will write both capital and lowercase letters on age/grade appropriate paper.	*Teachers distribute age-appropriate paper and ask students to write the alphabet in abc order. Teachers will tell students that they will write both the capital and lowercase letter. *Students will write the alphabet in both capital and lowercase letters. If students experience difficulty, teachers will prompt them to write what they can.
Sounds Assessment (District data will be collected.)	*Teachers will provide the Student Assessment Sheet (Sounds) paper that is numbered 1-36 or another paper that is numbered 1-36. *For each sound, the following will be the teacher script. “Eyes on me. Spell /m/. Repeat.” *Students will write the letters that “spell” the given sounds. *Teachers will NOT prompt the number of spellings for each sound. *For Sounds with multiple spellings, tell students to write all the ways they know to spell this sound.
Spelling Words and Sentences (District data will be collected.)	*Teachers will explain that students will be spelling real words (green words), nonsense words (green words), and irregular words (red words). Teachers can remind students that the strategy for spelling green words is to pound and tap. Also, teachers can remind students that the strategy for spelling red words is to arm tap. *Teachers will provide Student Assessment Sheet (Words & Sentences) paper to students for 25 words and 2 sentences. *Teachers will dictate the 10 real green words and 10 red words using this sample script: “The word is yet. We haven’t been to the store yet. Spell yet.” Students will spell the word on their given paper.

	*Teachers will use the following sample script for the nonsense words. “The nonsense word is zox. Spell zox.” Students will then spell the word on the given paper. *Teachers will dictate the two sentences by stating each sentence. Students will write the sentences on the lines. *Teachers will NOT prompt students to go back and look at words that they spelled incorrectly. (Ex. “I want you to look at this word again.”) *Teachers will NOT stretch the word out for students. *Teachers will NOT pound and tap with the students. *Students will NOT be prompted to pound and tap as a group. *Teachers will NOT pound out the syllables in the sentence. *Words MUST be spelled correctly to be marked correct. If students use a phonetic but incorrect spelling (i.e. incorrect vowel team) the word will be marked incorrect.
Reading Words and Sentences (District data will be collected.)	*Teachers will assess students one-on-one. *Students will read the same words and sentences that they spelled during the dictation assessment. *Teachers give students the words and sentences and prompts students to read each word and to read the sentences. *Teachers will NOT prompt students to return to words that they spelled incorrectly. However, if students self-correct, teachers may mark the word correct.

Level 2 (Second Grade)

- Second grade students will take the IMSE Level 2 Initial Phonics Screener during the fall benchmark window, the IMSE Level 2 Mid Phonics Screener during the winter benchmark window, and the IMSE Level 2 Final Phonics Screener during the spring benchmark window.
- The components of the Level 2 assessments are on the table below along, with allowed prompts to maintain fidelity. The components remain the same for all three benchmark windows. The complexity of the words change based on the scope and sequence of the Level 2 materials. The scripts are taken from the assessment section in the IMSE training manual.
- Note: It is recommended that this assessment be administered during classroom, Orton-Gillingham time each day over the course of four days. Teachers can combine components to shorten the length of assessment. **However, the spelling of words and sentences component and the reading of words and sentences component cannot be given on the same day to maintain fidelity.**

Level 2 Component	Administration Directions/Allowed Prompts
Informally assess on the visual portion of the 3 Part Drill	*This component is used as a warm-up for the assessments. *Teachers will show the cards that students have been taught up to the benchmark assessment window. *Students will state the sound(s) for each card.

Sounds Assessment (District data will be collected.)	*Teachers will provide the Student Assessment Sheet (Sounds) paper that is numbered 1-36 or another paper that is numbered 1-36. *For each sound, the following will be the teacher script. “Eyes on me. Spell /m/. Repeat.” *Students will write the letters that “spell” the given sounds. *Teachers will NOT prompt the number of spellings for each sound. *For Sounds with multiple spellings, tell students to write all the ways they know to spell this sound.
Spelling Words and Sentences (District data will be collected.)	*Teachers will explain that students will be spelling real words (green words), nonsense words (green words), and irregular words (red words). Teachers can remind students that the strategy for spelling green words is to pound and tap. Also, teachers can remind students that the strategy for spelling red words is to arm tap. *Teachers will provide Student Assessment Sheet (Words & Sentences) paper to students for 25 words and 2 sentences. *Teachers will dictate the 10 real green words and 10 red words using this sample script: “The word is yet. We haven’t been to the store yet. Spell yet.” Students will spell the word on their given paper. *Teachers will use the following sample script for the nonsense words. “The nonsense word is zox. Spell zox.” Students will then spell the word on the given paper. *Teachers will dictate the two sentences by stating each sentence. Students will *Teachers will NOT prompt students to go back and look at words that they spelled incorrectly. (Ex. “I want you to look at this word again.”) *Teachers will NOT stretch the word out for students. *Teachers will NOT pound and tap with the students or give a model of pounding and tapping without stating the sounds. *Students will NOT be prompted to pound and tap as a group. *Teachers will NOT pound out the syllables in the sentence. *Words MUST be spelled correctly to be marked correct. If students use a phonetic but incorrect spelling (i.e. incorrect vowel team) the word will be marked incorrect.
Reading Words and Sentences (District data will be collected.)	*Teachers will assess students one-on-one. *Students will read the same words and sentences that they spelled during the dictation assessment. *Teachers give students the words and sentences and prompts students to read each word and to read the sentences. *Teachers will NOT prompt students to return to words that they spelled incorrectly. However, if students self-correct, teachers may mark the word correct.

3rd Grade and Beyond Spelling Survey

- In the fall testing window, the IMSE Level 2 Final Phonics Screener will be administered to all third grade students. (See guidelines above for administration.)
- In the winter testing window, the IMSE 3rd Grade and Beyond Spelling Survey will be administered to all third grade students using grade-appropriate paper.
 - In addition to the 20 words within the survey, ten teacher-selected red words should also be assessed.
 - No sentences will be assessed.
 - You will also have students read the 20 green words from IMSE and the 10 red words that were chosen. The reading data will need to be documented on the district data sheets.
 - The **spelling of words and sentences** component and **the reading of words and sentences** component cannot be given on the same day to maintain fidelity.

Off-Grade Level Orton Gillingham Instruction

- Benchmark assessments will be administered to all students on grade level, according to the IMSE Phonics Scope and Sequence.
- If using the scope and sequence to teach off-grade level, administer the benchmark correlated with content taught to measure student learning and guide teacher instruction.
 - After reaching the Kindergarten Concept #32 (wh), administer the Level 1 Initial Assessment.
 - After reaching the Level 1 Concept #44 (-ng/-nk), administer the Level 1 Mid Assessment.
 - After reaching the Level 1 Concept #57 (Contractions), administer the Level 1 Final or Level 2 Initial Assessment (Both assessments cover the same concepts).

Morphology

- In the spring testing window, the GCSD morphology assessments will be administered to all third, fourth, and fifth grade students.
 - These assessments will include morpheme meanings, the Three Great Rules, morphemic analysis, word sums, and application, vocabulary, and ten red words.

Heggerty and Kilpatrick Phonological Awareness

- All K and 1st grade students will be universally screened on Heggerty during each fall, winter, and spring benchmark testing window. Assessments are linked below.
- All 2nd and 3rd grade students will be universally screened on the Kilpatrick PAST during each fall, winter, and spring benchmark testing window. Assessments are linked below
- Heggerty and Kilpatrick phonological awareness assessments are to be administered 1-on-1.
- Administration personnel:
 - Heggerty can be administered by a *non-certified* or *certified* staff member.
 - Kilpatrick PAST **MUST** be administered by a *certified* staff member.

GCSD Assessment Masters	
Kindergarten Heggerty	Fall Assessment Link Winter Assessment Link Spring Assessment Link
First Grade Heggerty	Fall Assessment Link Winter Assessment Link Spring Assessment Link
2 nd Grade Kilpatrick	Fall Assessment Link Winter Assessment Link Spring Assessment Link
3 rd Grade Kilpatrick	Fall Assessment Link Winter Assessment Link Spring Assessment Link
Administration Guidelines	
Heggerty	Follow the teacher administration directions for each subcomponent on the Heggerty assessments
Kilpatrick	Link

Branching Minds Data Entry

GCSD Benchmark Assessment	Directions
OG BRSA Benchmark Assessments	Link
OG Benchmark Assessments	Link
3 rd Grade Spring Morphology Assessment	Link
Heggerty Assessments	Link
Kilpatrick PAST Benchmark Assessments	Link

Renaissance Star

- All 6th through 12th grade students will be universally screened on Renaissance Star Reading and Math during each fall, winter, and spring benchmark testing window.
 - Star Math audio is turned *on* for all 6th through 12th grade students.
 - To ensure reliability and validity aligned with national percentiles, the assessments are timed.
 - If extended time is an accommodation on an IEP/IELP/504, extended time limits will be granted to the student.
 - Prior to the testing window, case managers must inform their building principal which students have formal documentation for extended time on screeners.
 - Time limits are as follows:

Type	Standard Time Limit (Time/Item)	Extended Time Limit (Time/Item)
Math Practice Questions	90 seconds	3 minutes
Math Test Questions	4 minutes	8 minutes
Reading Test Section A, Questions 1-10	105 seconds	315 seconds
Reading Test Section B, Questions 11-34	150 seconds	450 seconds
<i>15 seconds before the time is up on a question, the program will flash a picture of a clock on the screen. When this happens, students should make their best guess as soon as possible.</i>		

Reading	
Star Reading Test Administration Manual	
Testing Procedures	Guide

Math	
Star Math Test Administration Manual	
Testing Procedures	Guide

GCSD Special Education Guidelines

District Benchmark Screeners

- a. All K-12 grade special education students will take benchmark screeners along with their grade level in the designated benchmark window.
- b. Additionally, for 6-12 grade special education students:
 - These students will also complete Aimsweb+ benchmarking every fall, winter, and spring benchmark period.
 - The following guidance will be used to determine which benchmark assessments need to be administered to students:
 - i. For students with IEP math goals
 1. Number Sense Fluency (NSF – Score generated in aimsweb by combining NCF-T and MCF)
 2. Number Comparison Fluency – Triads (NCF-T)
 3. Mental Computation Fluency (MCF)
 4. Concepts and Applications (CA)
 - ii. For students with IEP reading goals
 1. Reading Comprehension (RC)
 2. Vocabulary (VOC)
 3. Silent Reading Fluency (SRF)
 4. Oral Reading Fluency (ORF)
 - iii. For students with IEP writing goals
 1. Written Expression Total Words Written (TWW),
 2. Written Expression Correct Writing Sequence (CWS)
 3. Written Expression Words Spelled Correctly (WSP)
 - a. OR
 4. Reading Comprehension (RC)
 5. Vocabulary (VOC)
 6. Silent Reading Fluency (SRF)
 7. Oral Reading Fluency (ORF)
 - Once the benchmark window opens, it stays open until the next one begins, so testing can be done anytime during those months.
 - i. The Aimsweb+ benchmark windows are:
 1. Fall – August 1st – November 30th
 2. Winter – December 1st – March 15th
 3. Spring – March 16th – End of the school year
 - Aimsweb benchmarks should be utilized as a secondary datapoint by secondary special education teachers to pinpoint student strengths and deficits.
- c. Exceptions
 - If the appropriateness of any benchmark screener is in question due to student ability, the IEP team, along with the Director of Special Services & District Case Manager, will develop an appropriate way to document student skill and progress (not anecdotal evidence), and when those screeners will occur.

Aimsweb Progress Monitoring

- a. Special education students must be progress monitored regularly to target highest priority skillset deficit(s).
- b. The frequency & focus of progress monitoring should be determined initially by the IEP team aligned with this guidance:
 - a. Elementary - minimum bi-weekly
 - b. Secondary - minimum once a month
- c. The progress monitoring should not minimize regular instruction.
- d. Administration of progress monitoring should be done by the professional(s) who provide(s) instruction.
- e. The special education case manager will regularly and closely review progress monitoring data to adjust instruction as needed.