							1	,
Subject	Math	Math	Math	Math	Math	Math	Math	Math
Crada	K 43	1.0	K F	× 5	K 5	0.42 (445 anti-mail)	2.0	2.0
Grade	K - 12	1 - 8	К- 5	K - 5	K - 5	9 - 12 (MS optional)	3 - 8 and 11	3 - 8 and 11
							Smarter Balanced Computer Adaptive	Smarter Balanced
No	Company	TENDADUC	Charling	# 14/1-1-	End of Unit	Scholastic Math	Testing (SBAC CAT)	Performance Task
Name of Assessment	Component V	TENMARKS District - Meets	Checkpoints	# Worlds	Summative	Inventory (SMI)	Math	(SBAC PT) Math
		State Mandate Component V						
Entity Requiring		(grades 1 - 5) and	District - Meets State			District- Meets Rtl		
Assessment	DOE	Rtl (grades 1 - 8)	Mandate (RtI)	District	District	Requirements	DOE	DOE
Which students are	All Students Whose Teacher is Using							
required to take	Data for Growth							
assessment?	Goals	All	All K - 5	Tier 3 Students	All K - 5	9 - 12 (MS Optional)	All	All
							* Benchmark to Check Student	
							Progress and	* Benchmark to Check
		Skill Assessment					Compare Nationally * School, District,	Student Progress and Compare Nationally
Intended Purpose of	Growth Goals for	and Rtl Benchmark			Summative Unit		and State	* School, District, and
Assessment	Teachers	and Monitoring	Rtl / Skill Assessment	Skill Assessment	Assessment	Rtl Benchmark	Accountability	State Accountability
T								
To what degree do users of the assessment find it								
useful or not useful? 1 - not useful						2 - 3: Data Used to		
2 - somewhat useful	1: Assessment Does					Compare Students to		
3 - useful 4 - very useful	not Help with Grouping Students	3 - 4: Used to Monitor Student	3 - 4: Used to Monitor	4: Used to Monitor	3 - 4: Used to Monitor	Self Growth (Data was not	TBD: Data Just	TBD: Data Just
Explain why.	or Instruction	Progress	Student Progress	Student Progress	Student Progress	Reliable Last Year)	Became Available	Became Available
		* Administered 3 X			* Administered			
	* Administered in	Year and Every	* Administered Every 2 -		Approximately Every 8	* Administered 2 X	* Administered 1 X	* Administered 1 X
	the Fall and Spring *1 Hour per	Other Week for Rtl * 30 - 60 Minutes	4 Weeks * 10 - 45 Minutes per		Weeks * 30 - 60 Minutes per	Year * 90 Minutes per	March - June *2 - 16 Hours per	March - June * 1 - 16 Hours per
Test Administration	Assessment	per Student	Assessment	Varies	Assessment	Assessment	Student	Student
Time between test	Immediate as							
administration and results to users	Teacher Scores Them	Immediate Report Generated	Immediate as Teacher Scores Them	Immediate as Teacher Scores Them	Immediate as Teacher Scores Them	Immediate Report Generated	?	?
to users	mem	Generateu	JUUIES ITIEITI	Scores ment	Juies ment	Generateu		

														1
	Fraillel Language	Coolleb Longuage	Coollish Longeroon	Frailish Language	Faciliate La service a	Faallah Laassaas	For all all and an and an	Faciliate Language	Coolleb Longeroom	Faciliate Lawrence	Fraillah Lanauran			Coolish Loopusoo
Subject	English Language Arts	English Language Arts	English Language Arts	English Language Arts	English Language Arts	English Language Arts	English Language Arts	English Language Arts	English Language Arts	English Language Arts	English Language Arts	English Language Arts	English Language Arts	English Language Arts
Grade	K - 2	3 - 5	K - 5	K - 5 and 9 - 12	8-Jun	2 - 5	K - 5	К	к	К	6 - 8 and 9 - 12	3 - 8 and 11	3 - 8 and 11	к
							Phonological							
							Awareness							
	Dynamic Indicators	Dynamic Indicators					Screener for Intervention (PASI)		Writing Prompts -	Developmental		Smarter Balanced		
	of Basic Early	of Basic Early					/ Phonics Screener		Text Based, Stand	Indicators for the		Computer Adaptive	Smarter Balanced	
Name of Assessment	Literacy Survey (DIBELS) Next	Literacy Survey (DIBELS) Daze	Cold Reads	Component V	Component V	STAR Reading	for Intervention (PSI)	Emergent Literacy Survey	Alone, Argumentative	Assessment of Learning (DIAL)	Scholastic Reading Inventory (SRI)	Testing (SBAC CAT) ELA	Performance Task (SBAC PT) ELA	Early Learner Survey
Name of Assessment	(DIBLES) NEXT	(DIBLES) Daze	Cold Reads	component v	component v	STAK Keauling	(F3I)	Survey	Argumentative	Learning (DIAL)	inventory (3ki)	LLA	(SBAC FT) ELA	Larry Learner Survey
						District - Meets								
	District - Meets State Mandate (Rtl)	District - Meets	District - Meets		DOE but CR Created to Match	State Mandate (Rtl) and					District- Meets RTI			
Entity Requiring Assessment			State Mandate (Rtl)	DOE	Curriculum	Component V	District	School	School	School	Requirements	DOE	DOE	DOE
	* All K - 2 and Intervention			All Students Whose	All Students Whose									
	* Tier II / III			Teacher is Using	Teacher is Using									
Which students are required				Data for Growth	Data for Growth		Tier II and III as							
to take assessment?	3 - 5	All	All	Goals	Goals	All	needed	All	All	All	All	All	All	All
	Benchmark and Progress	Benchmark and				Benchmark,								
	Monitoring to	Progress				Progress								
	Assist with	Monitoring to Assist				Monitoring, and						* Benchmark to	* Benchmark to	
	Grouping Students for Instruction and	with Grouping Students for				Diagnostic to Look at Data to	Diagnose Individual		Information About		Lexile Measure Rtl	Check Student Progress and	Check Student Progress and	
	in some Cases	Instruction and in	Grade for			Group Students	Area of Need for	Data to Support	Students Writing		Benchmarks and DI	Compare Nationally	Compare Nationally	
Intended Purpose of Assessment	Component V Goals	some Cases Component V Goals	Comprehension and Rtl Data	Growth Goals for Teachers	Growth Goals for Teachers	and Differentiate Instruction	Intervention Groups	Progress in Rtl Process	and Progress for Report Card Data	Baseline for Kindergarten	for Instructional Purposes	* School, District, and State Accountability	* School, District, and State Accountability	Kindergarten Readiness
Assessment	Goals	component v douis	itti Data	reachers	reachers	instruction	Groups	1100033	Report Card Data	Kindergarten	Tuposes	State Accountability	State Accountability	Reduiness
	3: Data is Used to	3: Data is Used to												
	Track Students in Rtl and to Look at	Track Students in Rtl and to Look at												
To what degree do users of	Progress in	Progress in Addition												
the assessment find it useful or not useful?	Addition to Grouping Students	to Grouping Students for	4: Cold Read		 With Rewritten Component V 		4: Assessment			 Assists with Placement of 				
1 - not useful	for Differentiated	Differentiated	Assessments Used		Assessments the	3 - 4: Serves	Identifies Specific			Students in				
2 - somewhat useful	Instruction. Data is	Instruction. Data is	to Monitor Student	1: Assessment	Data is Useful to	Various Purposes	Areas to Focus on			Appropriate				1: Results are not
3 - useful 4 - very useful	also Used for some Component V	also Used for some Component V	Progress, Report Grades, and Tier	Does not Help with Grouping Students	Drive Instruction and for Teacher	for Rtl, Dl, and Monitoring	to Close Gaps in Learning and Aligns	4: Provides Useful	Varies Based on	Settings Based on Support and	 Data Used to Compare Students 	TBD: Data Just	TBD: Data Just	Provided to School or Teachers- Loss of
Explain why.	Goals.	Goals.	Instruction.	or Instruction	Accountability	Growth	with 95% Materials.	Data on Students	Type of Prompt	Abilities	to Self Growth	Became Available	Became Available	Instructional Time
			* Administer											
			* Administered Weekly or Every											
	* Administered 3 X	* Administered	Other Week			* Administered 3 X								
	Year and Every Other Week for Rtl	Throughout the Year	*30 Minutes - 1 Hour	* Administered in the Fall and Spring	 * Administered 2 X Year 	Year and Every Other Week for Rtl	* Administered as	* Administered Every 6 Weeks	* Administered Monthly	 Administered at Registration 	* Administered 2 X Year	* Administered March - June	* Administered March - June	* Administered in September
	* 3 - 5 Minutes per	* 3 Minutes Whole	(varies per child	* Up to 6 Hours per	* 90 Minutes per	* 30 - 60 Minutes	Needed 30 Minutes	* 25 - 30+ Minutes	* 1 -2 Hours per	* 30 Minutes per	* 45 Minutes per	* 2 - 16 Hours per	* 1 - 16 Hours per	* 30 Minutes per
Test Administration Time	Student	Group	based upon ability)	Assessment	Assessment	per Student	or Less	per Student	Writing Prompt	Student	Assessment	Student	Student	Student
Time between test	Immediate as	Immediate as	Immediate as	Immediate as	Immediate as		Immediate as		Immediate as	Immediate as				
administration and results to users	Teacher Scores Them	Teacher Scores Them	Teacher Scores Them	Teacher Scores Them	Teacher Scores Them	Immediate Report Generated	Teacher Scores Them	Immediate as	Teacher Scores Them	Teacher Scores Them	Immediate Report Generated	3 - 6 Months	3 - 6 Months	No Results are Provided
users	inem	inem	inem	inem	inem	Generated	inem	Teacher Scores Them	inem	inem	Generated	3 - 6 Months	3 - 6 Months	Provided

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Subject Grade	Special Education K - 12	Gifted Education Enrichment Program 3 - 5	Science 5, 8, and 10	Social Studies 4 and 7	English Language Learners (ELL) K-12	Math and ELA 4, 8 and 12	Math and ELA 11-Sep	Math and ELA	Social Studies 9 - 12
Name of Assessment	IEP Benchmarking Updates	Otis-Lennon	DCAS Science	DCAS Social Studies	ACCESS	NAEP	PSAT	SAT	End of Course (EOC)
Entity Requiring Assessment	School DOE	District	DOE	DOE	DOE FED	DOE FED	DOE	DOE	DOE
Which students are required to take assessment?	All Special Education Students	Advanced	All Grade 5	All Grade 4	ELL Students	All grade 4	All	All	All
Intended Purpose of Assessment	Update IEP Benchmarks	Identification of Eligible Students	* Benchmark to Check Student Progress * School, District, and State Accountability	* Benchmark to Check Student Progress * School, District, and State Accountability	Continuing Placement	Nation's Report Card	AP Potential and College Admission	College Admission	School/District/ State Accountability
To what degree do users of the assessment find it useful or not useful 1 - not useful 2 - somewhat useful 3 - useful 4 - very useful Explain why.	4: Data Used to Monitor Student Progress	4: Determines Who Qualifies for District Gifted Program	2: Minimal Information about Student Overall Achievement in Science	2: Minimal Information about Student Overall Achievement in Social Studies	3: Used to Determine Language Proficiency Growth	1: Assessment Does not Help with Grouping Students or Instruction	3: Data used to Determine AP Placement and College and Career Readiness	3: College and Career Readiness	2: Minimal Information about Student Overall Achievement in Social Studies
Test Administration Time	* Administered 4 X Year * Time Varies per Student - 30 - 45 Minutes	* Administered in October * 1 Hour	* Administered March - June * 1 - 4 Hours per Student	* Administered March - June * 1 - 4 Hours per Student	* Administered in May * 2 - 6 Hours	* Administered in February or March * 90 Minutes	* Administered 1 X Year * 3 Hours per Student	* Administered 1 X Year * 3 Hours per Student	* Administered 1 X Year (January - February 5) * 3 Hours per Student
Time between test administration and results to users	Immediate as Teacher Scores Them	Immediate as Teacher Scores Them	Immediate	Immediate	3 Months	Months	2 Months	Months	Months - (with SBAC Reports)