

Elementary Assessment Schedule 2023-2024

ASSESSMENT	ADMINISTRATION	FALL	WINTER	SPRING
SAEBRS	Administered by classroom teacher	Kin.-4th grade: 9/29/23 Complete form on each student after the first 6 full weeks of school. Enter Data (Individual Building Google Form)	Kin.-4th grade: 2/16/23 Complete form on each student after the first 6 full weeks of school after semester break. Enter Data (Individual Building Google Form)	n/a
 Literacy and Math Benchmark Assessment	Administered by classroom teacher	Kin.-4th grade: 8/22/23-9/8/23	Kin.-4th grade: 12/5/23-12/20/23	Kin.-4th grade: 04/17/24-5/17/24
How/When should parents be notified of iReady scores? 		Our goal is to communicate Math and ELA results at P-T conferences for 1st-4th grade through the iReady Family Report. IF Kin. students aren't tested until after conferences, then Kin. should show what the report will look like and when it will be sent home.	Math and ELA results shared through the iReady Parent Report during the first week back from Christmas break.	Math and ELA results are shared by sending the iReady Parent Report home at the end of the school year.
ASSESSMENT	ADMINISTRATION	FALL	WINTER	SPRING
Literacy Screeners <ul style="list-style-type: none"> • RAN (K-1) • First Sound 	Literacy Screeners may be administered by Classroom	K-4th grade: complete and enter data by 9/29/23	K-4th: complete and enter data by 1/26/24	K-4th: complete and enter data by 5/23/24

<ul style="list-style-type: none"> • Fluency (K) • Letter Naming Fluency (K, 1) • Phoneme Segmentation Fluency (K, 1) • Phoneme Substitution Screener (2-4) • Nonsense Words Fluency (K, 1) • Oral Reading Fluency (1-4) • LZ Spelling (K-2) • JR-2 Spelling Screeners (3-4) 	<p>Teachers, Reading Teachers, Special Education Teachers or Literacy Aides.</p> <p>Spelling Assessments should be administered by classroom teachers whole group.</p>			
<p>How/When should parents be notified of Literacy Screening scores?</p>		<p>1st-4th grade: Share pgs. 1 & 2 of Reading Success Plan & Progress Report (if students show deficits) during fall parent-teacher Reading Intervention Plan & Progress Report conferences, in conjunction with the diagnostic results.</p> <p>Do not send home Reading Success Plans with Kindergarten students.</p>	<p>Newly identified K-4th grade: Share pgs. 1 & 2 of Reading Success Plan & Progress Report (if students show deficits) from Jan. 16-26.</p> <p>1st-4th: Send home updated Reading Success Plan & Progress Report to K-4th Grade students who were being served prior to MOY. Attach pg. 3 if students are showing characteristics of dyslexia or other reading difficulties.</p>	<p>K-4th: Send home updated Reading Success Plan & Progress Report to K-4th Grade students who were being served prior to EOY. Attach pg. 3 if students are showing characteristics of dyslexia or other reading difficulties.</p> <p>Send home EOY Reading Report to students who did not meet benchmark goal at</p>

				EOY AND showed deficits on the diagnostic, but have not previously received a Reading Intervention Plan & Progress Report.
<p>Literacy Diagnostics</p> <ul style="list-style-type: none"> • Phonological Awareness Screening Inventory (PASI) (K-4) • Phonics Screening Inventory (PSI) (K-4) • Spelling analysis (2-4) • Comprehension (2-4) 	Administered by Reading Teachers and Special Education Teachers	<p>K-4th Grade: Administered to students when show deficits on Acadience Composite Score</p>	<p>K-4th Grade: Administered to students when show deficits on Acadience Composite Score</p>	<p>Kin-4th grade: Enter in SIS by 5/23/24</p>
<p>How/When should parents be notified of Literacy Diagnostic scores?</p>		<p>K-4th grade: Share during fall parent-teacher conferences, in conjunction with the screening results.</p>	<p>Newly identified K-4th grade: Share during winter/spring parent-teacher conferences, in conjunction with the screening results.</p>	<p>Kin-4th grade: Send home updated Reading Success Plan & Progress Report to students who were served. If you are marking them as At-Risk for Dyslexia in SIS, attach pg. 3.</p>

 <p>Grade-Level Assessments</p>	<p>Administered by classroom teacher OR sped. teacher in small groups</p>	<p>4th grade: Share Individual student reports from spring assessment with parents during fall parent-teacher conferences. Elementary counselors have these reports.</p>	<p>n/a</p>	<p>3rd & 4th gr.: DESE Administration Window 4/1/24-5/24/24 <i>*specific days/times set by elem. buildings</i></p>
<p>Acadience Math Assessments</p> 	<p>Administered by special education teacher or trained paraprofessional under direction of special education teacher</p>	<p>Kin.- 4th grade SPED math students: complete and enter data by 9/29/23 Special Education teachers collect their own data.</p>	<p>Kin.- 4th grade SPED math students: complete and enter data by 1/26/24 Special Education teachers collect their own data.</p>	<p>Kin.- 4th grade SPED math students: complete and enter data by 5/23/24 Special Education teachers collect their own data.</p>

JR2 Literacy Screening & Diagnostic Information K-4

Universal Screening

Universal screening is used to determine a students’ risk for reading difficulty and the need for intervention. Screening assessments are typically brief assessments of a particular skill or ability that is highly predictive of a later outcome. There is no one test or assessment tool that measures all reading skills. Ideally, multiple measures should be used to ensure that all identified skills have been assessed at the appropriate grade level.

The table below shows the screening assessments administered at each grade level, what each assessment measures, and how each relates to literacy instruction. The last column shows the diagnostic assessment(s) administered to students who were identified as at-risk by the screener.

Grade	Literacy Skill/ Component	Screening Assessment	What it Measures	How is this related to reading?	Diagnostic Assessment
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<p>K-1</p>	<p>Rapid Automatic Naming (Processing Speed) & Phonological Memory</p>	<p>Rapid Automatic Naming-Colors</p> <ul style="list-style-type: none"> • RAN 	<p>Measures student's processing speed by their ability to quickly name aloud a series of familiar items on a page. JR2 has selected colors as the familiar item for this screener.</p>	<p>Students need to be able to pull information quickly and easily from their long-term memory. The ability to retrieve the information they've stored is related to how quickly they can access the phonemes (sounds) they know.</p>	<p>n/a The rapid-naming screener can be given a second time if teachers feel the initial results may be in error.</p>
<p>K-4</p>	<p>Phonological Awareness</p>	<p>Acadience</p> <ul style="list-style-type: none"> • First Sound Fluency (K) • Phoneme Segmentation Fluency (K-1) • Phoneme Substitution Screener (2-4) 	<p>Measures syllable manipulation, onset rime manipulation, initial phoneme isolation, phoneme segmentation, and phoneme manipulation.</p>	<p>Students need to be able to recognize and manipulate the units of sound. Student match sounds to printed words. Students must master phonemic awareness skills to progress in reading, writing, and spelling.</p>	<ul style="list-style-type: none"> • Phonological Awareness Screening Inventory (PASI)
<p>K-4</p>	<p>Alphabetic Principle & Phonics</p>	<p>Acadience</p> <ul style="list-style-type: none"> • Letter Naming Fluency (K) • Nonsense Word Fluency (K-1) • Oral Reading Fluency (Accuracy) (1-4) 	<p>Measures alphabetic principle, letter recognition and sounds, decoding words, digraphs, diphthongs, and vowel patterns. For upper elementary students, we focus on words read accurately in context.</p>	<p>Understanding the relationship between written letters and spoken sounds ensures that students can decode words.</p>	<ul style="list-style-type: none"> • Phonics Screening Inventory (PSI)
<p>2-4</p>	<p>Reading Fluency</p>	<p>Acadience</p> <ul style="list-style-type: none"> • Oral Reading Fluency (Words Correct Per Minute) (1-4) 	<p>Assesses reading fluency, which is the gateway to reading comprehension.</p>	<p>Reading at a reasonable rate facilitates comprehension.</p>	<ul style="list-style-type: none"> • n/a

1-4	Spelling (Orthography)	<ul style="list-style-type: none"> LETRS Spelling Screener (1-4) 	Assesses the word knowledge students have to bring to the tasks of reading and spelling (orthography).	Provides information on students' knowledge of how words work by assessing specific spelling features. This helps the teacher to know what information a student uses to read and write words.	Spelling (Orthography) Diagnostic <ul style="list-style-type: none"> 1st Grade Spelling Analysis 2nd Grade Spelling Analysis 3rd Grade Spelling Analysis 4th Grade Spelling Analysis
2-4	Comprehension	iReady Overall Comprehension Domain (1-4)	Asses comprehension of narrative text and informational text.	Comprehension is the ultimate goal of reading. It is the active and purposeful pursuit of understanding the author's message and obtaining information.	Comprehension Diagnostic <ul style="list-style-type: none"> CUBED-3

What information will be sent home to parents?

See the JR-2 Literacy Assessment System for Administration and Communication.

Please send home the Notification of Screeners (for new students) as soon as possible once the student attends school.

Students who move in after the initial literacy screening window, will be administered screening and diagnostic assessments (if applicable) by the building reading teacher(s).

- If a student has a literacy screen report from his/her previous school that demonstrates the student is performing on grade level, he/she will not need to be screened again. The student will need to have “not at risk” entered in SISK12.
- If a student moves in during **quarters 1-2** and has a literacy screening report from his/her previous school that indicates the student is performing below grade level, then he/she will need to be screened and given diagnostic assessments (if applicable) as soon as possible, but no later than the MOY Screener window.
- If a student moves in during **quarters 1-2** and there is no indication that a student has been given literacy screenings, then he/she will need to be screened and given diagnostic assessments (if applicable) as soon as possible, but no later than the MOY Screener window.
- If a student moves in during **quarter 3** and has a literacy screening report from his/her previous school that indicates the student is performing below grade level, then he/she will need to be screened and given diagnostic assessments (if applicable) as soon as possible, but no later than the end of 3rd Quarter.
- If a student moves in during **quarter 3** and there is no indication that a student has been given literacy screenings, then he/she will need to be screened and given diagnostic assessments (if applicable) as soon as possible, but no later than the end of 3rd Quarter.
- If a student moves in after the start of **Quarter 4**, we will mark the student “not screened.”

Once the literacy screening and diagnostic assessments are completed, fill out the Reading Success Plan & Progress Report and send it home to parents.

How will we track student screening and diagnostic data?

Literacy data from the following assessments will be tracked on a shared Google Sheet:

- Literacy Screeners
- Literacy Diagnostics
- Progress Monitoring