

**Parent Handbook
for
K – 8 Student Assessment
Trumbull Public Schools
2009-10**

Table of Contents

Kindergarten Assessments	1
1 st Grade Assessments.....	9
2 nd Grade Assessments.....	11
3 rd Grade Assessments	13
4 th Grade Assessments	16
5 th Grade Assessments	19
6 th Grade Assessments	23
7 th Grade Assessments	26
8 th Grade Assessments	29

**K-8 Assessment Schedule
Trumbull Public Schools
2009-10**

Kindergarten Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
September	Initial Sound Fluency	Assesses a student's ability to recognize and produce the initial sound in an orally presented word (1 minute timed)	Identify students with automaticity of initial sound concerns	9/8-9/18	0 to 30	8 and above	2-Oct
	Letter Naming Fluency	Students are presented with a page of upper- and lower-case letters arranged in a random order and are asked to name as many letters as they can (1 minute timed)	Identify students with automaticity of letter naming concerns	9/8-9/18	0 to 30	8 and above	2-Oct
	Lower Case Letter Identification	Students produce the letter names of the 26 printed lower case letters	Baseline information for classroom instruction	9/8-9/18	0 to 26	Baseline	2-Oct
	Upper Case Letter Identification	Students produce the letter names of the 26 printed upper case letters	Baseline information for classroom instruction	9/8-9/18	0 to 26	Baseline	2-Oct
	Letter Sound Identification	Students produce the letter sounds of the 26 printed letters	Baseline information for classroom instruction	9/8-9/18	0 to 26	Baseline	2-Oct

Kindergarten Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
October	Rhyme Recognition	Students choose the spoken word that rhymes with the spoken target word	Identify students with literacy-related auditory skill concerns Baseline information for classroom instruction	10/5-10/16	0 to 8	8 = High Proficiency 6 to 7 = Proficiency 5 and Below = Limited Proficiency	30-Oct
	Rhyme Production	Students provide a word that rhymes with the spoken target word	Identify students with literacy-related auditory skill concerns Baseline information for classroom instruction	10/5-10/16	0 to 8	7 to 8 = High Proficiency 3 to 6 = Proficiency 0 to 2 = Limited Proficiency	30-Oct
	Parts to Words	Opposite of Words to Parts	Identify students with literacy-related auditory skill concerns Baseline information for classroom instruction	10/5-10/16	0 to 8	7 to 8 = High Proficiency 2 to 6 = Proficiency 0 to 1 = Limited Proficiency	30-Oct
	Words to Parts	Students state the syllables they hear in the spoken target word, moving a block for each syllable (i.e. raindrop = rain-drop)	Identify students with literacy-related auditory skill concerns Baseline information for classroom instruction	10/5-10/16	0 to 8	8 = High Proficiency 3 to 7 = Proficiency 0 to 2 = Limited Proficiency	30-Oct
	Sounds to Words	Students combine sounds to state a complete word (i.e. c-a-t = cat)	Identify students with literacy-related auditory skill concerns Baseline information for classroom instruction	10/5-10/16	0 to 10	5 to 10 = High Proficiency 2 to 4 = Proficiency 0 to 1 = Limited Proficiency	30-Oct
	Sentences to Words	Students count the number of words in a given sentence, moving a block for each word	Identify students with literacy-related auditory skill concerns Baseline information for classroom instruction	10/5-10/16	0 to 8	7 to 8 = High Proficiency 2 to 6 = Proficiency 0 to 1 = Limited Proficiency	30-Oct

Kindergarten Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
November	Lower Case Letter Identification	Students produce the letter names of the 26 printed lower case letters	Determine progress in skill Plan instruction	11/9-11/20	0 to 26	Progress	4-Dec
	Upper Case Letter Identification	Students produce the letter names of the 26 printed upper case letters	Determine progress in skill Plan instruction	11/9-11/20	0 to 26	Progress	4-Dec
	Letter Sound Identification	Students produce the letter sounds of the 26 printed letters	Determine progress in skill Plan instruction	11/9-11/20	0 to 26	Progress	4-Dec
	Sight Word Identification	Students state printed high-frequency target words	Baseline information for classroom instruction	11/9-11/20	0 to 24	Baseline	4-Dec

Kindergarten Assessments

Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date	
January	Concepts About Print	Students respond to teacher questions regarding book concepts, directionality concepts, reading concepts, concept of a letter and word, and punctuation marks utilizing a storybook	Analyze behaviors that support reading acquisition	1/4-1/29	0 to 24	18 to 24 = High 8 to 17 = Average 0 to 7 = Low	12-Feb
	Phonemic Segmentation Fluency	Assesses a student's ability to segment three- and four-phoneme words into their individual phonemes fluently (i.e. cat = c-a-t,) (i.e. land = l-a-n-d) (1 minute timed)	Identify students with decoding concerns	1/4-1/29	0 to 72	18 and Above = At Goal 17 & Below = Below Goal	12-Feb
	Nonsense Word Fluency - Correct Letter Sounds	Students are presented with a page of random nonsense words (e.g., sig, rav) and asked to verbally produce the individual letter sound of each letter or verbally produce, or read, the whole nonsense word. (1 minute timed)	Identify students with decoding concerns	1/4-1/29	0 to 60	13 and Above = At Goal 12 and Below = Below Goal	12-Feb

Kindergarten Assessments

Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date	
March	Lower Case Letter Identification	Students produce the letter names of the 26 printed lower case letters	Determine progress in skill Plan instruction	3/1-3/12	0 to 26	Progress	19-Mar
	Upper Case Letter Identification	Students produce the letter names of the 26 printed upper case letters	Determine progress in skill Plan instruction	3/1-3/12	0 to 26	Progress	19-Mar
	Letter Sound Identification	Students produce the letter sounds of the 26 printed letters	Determine progress in skill Plan instruction	3/1-3/12	0 to 26	Progress	19-Mar
	Sight Word Identification	Students state printed high-frequency target words	Determine progress in skill Plan instruction	3/1-3/12	0 to 24	Progress	19-Mar
	Sight Word Identification	Students state printed high-frequency target words	Determine progress in skill Plan instruction	3/1-3/12	0 to 24	Progress	19-Mar
	Rhyme Recognition	Students choose the spoken word that rhymes with the spoken target word	Determine literacy-related auditory skill progress of students Plan instruction	3/29-4/9	0 to 8	8 = High Proficiency 6 to 7 = Proficiency 5 and Below = Limited Proficiency	30-Apr
	Rhyme Production	Students provide a word that rhymes with the spoken target word	Determine literacy-related auditory skill progress of students Plan instruction	3/29-4/9	0 to 8	7 to 8 = High Proficiency 3 to 6 = Proficiency 0 to 2 = Limited Proficiency	30-Apr
	Parts to Words	Students combine spoken letter sounds to say a complete word (i.e. c-a-t = cat)	Determine literacy-related auditory skill progress of students Plan instruction	3/29-4/9	0 to 8	7 to 8 = High Proficiency 2 to 6 = Proficiency 0 to 1 = Limited Proficiency	30-Apr

Kindergarten Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
March	Words to Parts	Students state the syllables they hear in the spoken target word, moving a block for each syllable (i.e. raindrop = rain-drop)	Determine literacy-related auditory skill progress of students Plan instruction	3/29-4/9	0 to 8	8 = High Proficiency 3 to 7 = Proficiency 0 to 2 = Limited Proficiency	30-Apr
	Sounds to Words	Students combine sounds to state a complete word (i.e. c-a-t = cat)	Determine literacy-related auditory skill progress of students Plan instruction	3/29-4/9	0 to 10	5 to 10 = High Proficiency 2 to 4 = Proficiency 0 to 1 = Limited Proficiency	30-Apr
	Sentences to Words	Students count the number of words in a given sentence, moving a block for each word	Determine literacy-related auditory skill progress of students Plan instruction	3/29-4/9	0 to 8	7 to 8 = High Proficiency 2 to 6 = Proficiency 0 to 1 = Limited Proficiency	30-Apr

Kindergarten Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
May	Concepts About Print	Students respond to teacher questions regarding book concepts, directionality concepts, reading concepts, concept of a letter and word, and punctuation marks utilizing a storybook	Determines progress of behaviors that support reading acquisition for students below 15 in January	5/3-5/21	0 to 24	18 and Above = High 8 to 17 = Average 0 to 7 = Low	4-Jun
	Lower Case Letter Identification	Students produce the letter names of the 26 printed lower case letters	Determine progress in skill	5/17-6/4	0 to 26	26	18-Jun
	Upper Case Letter Identification	Students produce the letter names of the 26 printed upper case letters	Determine progress in skill	5/17-6/4	0 to 26	26	18-Jun
	Letter Sound Identification	Students produce the letter sounds of the 26 printed letters	Determine progress in skill	5/17-6/4	0 to 26	26	18-Jun
	Sight Word Identification	Students state printed high-frequency target words	Determine progress in skill	5/17-6/4	0 to 24	24	18-Jun
	Retelling	The teacher reads a short story to students. Students individually retell the story, identifying characters, setting, and events in proper sequence.	Baseline information for classroom instruction	5/17-6/4	0 to 6	Baseline	18-Jun
	Rhyme Recognition	Students choose the spoken word that rhymes with the spoken target word	Determine literacy-related auditory skill progress of students	5/3-5/24	0 to 8	8 = High Proficiency 6 to 7 = Proficiency 5 and Below = Limited Proficiency	4-Jun

Kindergarten Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
May	Rhyme Production	Students provide a word that rhymes with the spoken target word	Determine literacy-related auditory skill progress of students	5/3-5/24	0 to 8	7 to 8 = High Proficiency 3 to 6 = Proficiency 0 to 2 = Limited Proficiency	4-Jun
	Parts to Words	Students combine spoken letter sounds to say a complete word (i.e. c-a-t = cat)	Determine literacy-related auditory skill progress of students	5/3-5/24	0 to 8	7 to 8 = High Proficiency 2 to 6 = Proficiency 0 to 1 = Limited Proficiency	4-Jun
	Words to Parts	Students state the syllables they hear in the spoken target word, moving a block for each syllable (i.e. raindrop = rain-drop)	Determine literacy-related auditory skill progress of students	5/3-5/24	0 to 8	8 = High Proficiency 3 to 7 = Proficiency 0 to 2 = Limited Proficiency	4-Jun
	Sounds to Words	Students combine sounds to state a complete word (i.e. c-a-t = cat)	Determine literacy-related auditory skill progress of students	5/3-5/24	0 to 10	5 to 10 = High Proficiency 2 to 4 = Proficiency 0 to 1 = Limited Proficiency	4-Jun
	Sentences to Words	Students count the number of words in a given sentence, moving a block for each word	Determine literacy-related auditory skill progress of students	5/3-5/24	0 to 8	7 to 8 = High Proficiency 2 to 6 = Proficiency 0 to 1 = Limited Proficiency	4-Jun

1st Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
September	Reading Records	Students read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension skills Determine students' "just right" book level for independent reading and establish small instructional groups	9/21-10/16	Levels A to Z	Grade 1 levels range from B to I over the course of the year	30-Oct
	Phonemic Segmentation Fluency	Assesses a student's ability to segment three- and four-phoneme words into their individual phonemes fluently (i.e. cat = c-a-t,) (i.e. land = l-a-n-d) (1 minute timed)	Identify students with decoding concerns	9/21-10/5	0 to 72	35 and Above = At Goal 34 & Below = Below Goal	20-Oct
	Nonsense Word Fluency - Correct Letter Sounds	Students are presented with a page of random nonsense words (e.g., sig, rav) and asked to verbally produce the individual letter sound of each letter or verbally produce, or read, the whole nonsense word. (1 minute timed)	Identify students with decoding concerns	9/21-10/5	0 to 60	24 and Above = At Goal 23 and Below = Below Goal	20-Oct
November	Reading Records	Students identified with reading concerns in September read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension progress Determine students' "just right" book level for independent reading and establish small instructional groups	11/9-11/23	Levels A to Z	Grade 1 levels range from B to I over the course of the year	11-Dec
	Reading Records	Students read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension progress Determine students' "just right" book level for independent reading and establish small instructional groups	1/11-2/05	Levels A to Z	Grade 1 levels range from B to I over the course of the year	26-Feb

1st Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
May	Reading Records	Students read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension progress Determine students' "just right" book level for independent reading and establish small instructional groups	5/17-6/4	Levels A to Z	Grade 1 levels range from B to I over the course of the year	18-Jun

2nd Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
September	Reading Records	Students read leveled texts to the teacher and answer comprehension questions	<p>Gain information on students' decoding, fluency, and comprehension skills</p> <p>Determine students' "just right" book levels for independent reading and establish small instructional groups</p>	9/21-10/16	Levels A to Z	Grade 2 levels range from H to M over the course of the year	30-Oct
November	Degrees of Reading Power (DRP)	Students read nonfiction passages on a variety of topics. Where words have been deleted, students are asked to select the correct word for each deletion from a set of multiple-choice options. In order to respond correctly, students must figure out the meaning of the text, using their knowledge of syntax, semantics, and other basic language skills to process text for meaning.	<p>Gain information on students' comprehension skills</p> <p>Identify students with concerns</p>	11/02-11/06	-15 to 99	<p>28 and Above = Goal</p> <p>21 to 27 = Proficient</p> <p>20 and Below = Remedial</p>	4-Dec
	Reading Records	Students identified with reading concerns in September read leveled texts to the teacher and answer comprehension questions	<p>Gain information on students' decoding, fluency, and comprehension progress</p> <p>Monitor students with concerns</p> <p>Determine students' "just right" book levels for independent reading and establish small instructional groups</p>	11/09-11/23	Levels A to Z	Grade 2 levels range from H to M over the course of the year	11-Dec
January	Reading Records	Students read leveled texts to the teacher and answer comprehension questions	<p>Gain information on students' decoding, fluency, and comprehension progress</p> <p>Determine students' "just right" book levels for independent reading and establish small instructional groups</p>	1/11-2/05	Levels A to Z	Grade 2 levels range from H to M over the course of the year	26-Feb

2nd Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
May	Writing Prompt	Students write in response to a narrative prompt in a 45-minute session	Determine students' writing progress in elaboration, organization, fluency, and specific writing crafts	11-May	0 to 12	8 and Above	11-Jun
	Degrees of Reading Power (DRP)	Students read nonfiction passages on a variety of topics. Where words have been deleted, students are asked to select the correct word for each deletion from a set of multiple-choice options. In order to respond correctly, students must figure out the meaning of the text, using their knowledge of syntax, semantics, and other basic language skills to process text for meaning.	Gain information on students' comprehension progress Identify students with concerns	5/17-5/21	-15 to 99	36 and Above = Goal 29 to 35 = Proficient 28 and Below = Remedial	14-Jun
	Reading Records	Students read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension progress Determine students' "just right" book levels for independent reading and establish small instructional groups	5/17-6/4	Levels A to Z	Grade 2 levels range from H to M over the course of the year	18-Jun

3rd Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
September	Reading Records	Students read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension skills Determine students' "just right" book levels for independent reading and establish small instructional groups	9/8-10/02	Levels A to Z	Grade 3 levels range from L to P over the course of the year	16-Oct
	Mathematics	Students answer a variety of multiple choice and open-ended questions aligned with the current state mathematics standards. About 25% of the content is material that has not yet been mastered in class.	Gain information on students' mathematics skills	9/14-9/18	0 to 100%	Baseline	9-Oct
	Otis-Lennon School Ability Test (OLSAT)	Multiple choice, norm-referenced assessment that measures the cognitive abilities that relate to a student's ability to learn in school. The assessment provides a total, verbal, and non-verbal school ability index and percentile rank.	Analyze students' cognitive abilities as they relate to current classroom performance	9/21-9/25	0 to 150	Students vary by ability	December (Upon receipt from assessment department of publishing company)

3rd Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
October	Degrees of Reading Power (DRP)	Students read nonfiction passages on a variety of topics. Where words have been deleted, students are asked to select the correct word for each deletion from a set of multiple-choice options. In order to respond correctly, students must figure out the meaning of the text, using their knowledge of syntax, semantics, and other basic language skills to process text for meaning.	Gain information on students' comprehension skills Identify students with concerns	10/5-10/09	0 to 56	28 and Above = Goal 20 to 27 = Proficient 19 and Below = Remedial	23-Oct
	Writing Prompt	Students write in response to a narrative prompt in a 45-minute session	Determine students' elaboration, organization, fluency, and specific writing craft skills	27-Oct	0 to 12	Baseline	4-Dec
January	Reading Records	Students identified with reading concerns in September read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension progress Monitor students with concerns	1/11-1/29	Levels A to Z	Grade 3 levels range from L to P over the course of the year	12-Feb
	Writing Prompt	Students write in response to a narrative prompt in a 45-minute session	Determine students' writing progress in elaboration, organization, fluency, and specific writing crafts	1/20-1/22	0 to 12	8 and Above	19-Feb
	Mathematics	Students answer a variety of multiple choice and open-ended questions aligned with the current state mathematics standards. About 10% of the content is material that has not yet been mastered in class.	Gain information on students' mathematics skills progress	1/4-1/8	0 to 100%	75% and Above	5-Feb

3rd Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
May	Writing Prompt	Students write in response to a narrative prompt in a 45-minute session	Determine students' writing progress in elaboration, organization, fluency, and specific writing crafts	11-May	0 to 12	8 and Above	4-Jun
	Degrees of Reading Power (DRP)	Students read nonfiction passages on a variety of topics. Where words have been deleted, students are asked to select the correct word for each deletion from a set of multiple-choice	Gain information on students' comprehension progress	5/17-5/21	0 to 56	28 and Above = Goal 20 to 27 = Proficient 19 and Below = Remedial	4-Jun
	Reading Records	Students read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension progress Determine students' "just right" book levels for independent reading and establish small instructional groups	5/17-6/4	Levels A to Z	Grade 3 levels range from L to P over the course of the year	18-Jun
	Mathematics	Students answer a variety of multiple choice questions aligned with the current state mathematics standards	Gain information on students' mathematics skills progress	5/17-5/21	0 to 100%	75% and Above	11-Jun

4th Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
September	Reading Records	Students read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension skills Determine students' "just right" book levels for independent reading and establish small instructional groups	9/8-10/02	Levels A to Z	Grade 4 levels range from O to T over the course of the year	16-Oct
October	Degrees of Reading Power (DRP)	Students read nonfiction passages on a variety of topics. Where words have been deleted, students are asked to select the correct word for each deletion from a set of multiple-choice options. In order to respond correctly, students must figure out the meaning of the text, using their knowledge of syntax, semantics, and other basic language skills to process text for meaning.	Gain information on students' comprehension skills Identify students with concerns	10/5-10/09	0 to 63	36 and Above = Goal 26 to 35 = Proficient 25 and Below = Remedial	23-Oct
	Writing Prompt	Students write in response to a narrative prompt in a 45-minute session	Determine students' elaboration, organization, fluency, and specific writing craft skills	14-Oct	0 to 12	Baseline	13-Nov
	Mathematics	Students answer a variety of multiple choice and open-ended questions aligned with the current state mathematics standards. About 25% of the content is material that has not yet been mastered in class.	Gain information on students' mathematics skills	10/19-10/23	0 to 100%	Baseline	13-Nov

4th Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
January	Writing Prompt	Students write in response to a narrative prompt in a 45-minute session	Determine students' writing progress in elaboration, organization, fluency, and specific writing crafts	1/20-1/22	0 to 12	Progress	19-Feb
	Reading Records	Students identified with reading concerns in September read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension progress Monitor students with concerns Determine students' "just right" book levels for independent reading and establish small instructional groups	1/11-1/29	Levels A to Z	Grade 4 levels range from O to T over the course of the year	12-Feb
	Mathematics	Students answer a variety of multiple choice and open-ended questions aligned with the current state mathematics standards. About 10% of the content is material that has not yet been mastered in class.	Gain information on students' mathematics skills progress	1/4-1/8	0 to 100%	75% and Above	5-Feb

4th Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
May	Writing Prompt	Students write in response to a narrative prompt in a 45-minute session	Determine students' writing progress in elaboration, organization, fluency, and specific writing crafts	11-May	0 to 12	8 and Above	4-Jun
	Degrees of Reading Power (DRP)	Students read nonfiction passages on a variety of topics. Where words have been deleted, students are asked to select the correct word for each deletion from a set of multiple-choice options. In order to respond correctly, students must figure out the meaning of the text, using their knowledge of syntax, semantics, and other basic language skills to process text for meaning.	Gain information on students' comprehension progress	5/17-5/21	0 to 63	36 and Above = Goal 26 to 35 = Proficient 25 and Below = Remedial	4-Jun
	Reading Records	Students read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension progress Determine students' "just right" book levels for independent reading and establish small instructional groups	5/17-6/4	Levels A to Z	Grade 4 levels range from O to T over the course of the year	18-Jun
	Mathematics	Students answer a variety of multiple choice questions aligned with the current state mathematics standards	Gain information on students' mathematics skills progress	5/17-5/21	0 to 100%	75% and Above	11-Jun

5th Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
September	Reading Records	Students read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension skills Determine students' "just right" book levels for independent reading and establish small instructional groups	9/8-10/02	Levels A to Z	Grade 5 levels range from S to W over the course of the year	16-Oct
	Writing Prompt	Students write in response to a expository prompt in a 45-minute session	Determine students' elaboration, organization, fluency, and specific writing craft skills	30-Sep	0 to 12	Baseline	30-Oct
	Otis-Lennon School Ability Test (OLSAT)	Multiple choice, norm-referenced assessment that measures the cognitive abilities that relate to a student's ability to learn in school. The assessment provides a total, verbal, and non-verbal school ability index and percentile rank.	Analyze students' cognitive abilities as they relate to current classroom performance	9/21-9/25	0 to 150	Students vary by ability	December (Upon receipt from assessment department of publishing company)

5th Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
October	Degrees of Reading Power (DRP)	Students read nonfiction passages on a variety of topics. Where words have been deleted, students are asked to select the correct word for each deletion from a set of multiple-choice options. In order to respond correctly, students must figure out the meaning of the text, using their knowledge of syntax, semantics, and other basic language skills to process text for meaning.	Gain information on students' comprehension skills Identify students with concerns	10/05-10/09	0 to 63	41 and Above = Goal 31 to 40 = Proficient 30 and Below = Remedial	23-Oct
	Mathematics	Students answer a variety of multiple choice and open-ended questions aligned with the current state mathematics standards. About 25% of the content is material that has not yet been mastered in class.	Gain information on students' mathematics skills	10/19-10/23	0 to 100%	Baseline	13-Nov

5th Grade Assessments

Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date	
January	Writing Prompt	Students write in response to a expository prompt in a 45-minute session	Determine students' writing progress in elaboration, organization, fluency, and specific writing crafts	1/20-1/22	0 to 12	Progress	19-Feb
	Reading Records	Students identified with reading concerns in September read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension progress Monitor students with concerns Determine students' "just right" book levels for independent reading and establish small instructional groups	1/11-1/29	Levels A to Z	Grade 5 levels range from S to W over the course of the year	26-Feb
	Mathematics	Students answer a variety of multiple choice and open-ended questions aligned with the current state mathematics standards. About 10% of the content is material that has not yet been mastered in class.	Gain information on students' mathematics skills progress	1/4-1/8	0 to 100%	75% and Above	5-Feb

5th Grade Assessments

Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date	
April	Writing Prompt	Students write in response to a expository prompt in a 45-minute session	Determine students' writing progress in elaboration, organization, fluency, and specific writing crafts	8-Apr	0 to 12	8 and Above	7-May
	Mathematics	Students answer a variety of multiple choice and open-ended questions aligned with the current state mathematics standards	Gain information on students' mathematics skills progress Aid in the middle school math placement process	4/6-4/7	0 to 100%	75% and Above	7-May
	Reading Records	Students read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension progress Determine students' "just right" book levels for independent reading and establish small instructional groups	4/12-5/14	Levels A to Z	Grade 5 levels range from S to W over the course of the year	28-May
	Degrees of Reading Power (DRP)	Students read nonfiction passages on a variety of topics. Where words have been deleted, students are asked to select the correct word for each deletion from a set of multiple-choice options. In order to respond correctly, students must figure out the meaning of the text, using their knowledge of syntax, semantics, and other basic language skills to process text for meaning.	Gain information on students' comprehension progress	4/26-4/30	0 to 63	41 and Above = Goal 31 to 40 = Proficient 30 and Below = Remedial	7-May

6th Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
September	Writing Prompt	Students write in response to an expository prompt in a 45-minute session	Determine students' elaboration, organization, fluency, and specific writing craft skills	9/21-10/2	0 to 12	Baseline	23-Oct
November	Reading Records	Students identified with reading concerns in September read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension skills Monitor students with reading concerns Determine students' "just right" book levels for independent reading and establish small instructional groups	11/2-11/6	Levels A to Z	Grade 6 levels range from V to Y over the course of the year	20-Nov
	Mathematics Benchmark	Students answer a variety of multiple choice questions aligned with the state mathematics standards	Gain information on students' mathematics skills progress	11/9-11/13	0-100%	75% and above	4-Dec

6th Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
January	Degrees of Reading Power (DRP)	Students read nonfiction passages on a variety of topics. Where words have been deleted, students are asked to select the correct word for each deletion from a set of multiple-choice options. In order to respond correctly, students must figure out the meaning of the text, using their knowledge of syntax, semantics, and other basic language skills to process text for meaning.	Gain information on students' comprehension skills Identify students with concerns	1/11-1/15	0 to 70	Goal = 49 Proficient = 40 to 48 Remedial = 39 and below	29-Jan
	Writing Prompt	Students write in response to an expository prompt in a 45-minute session	Determine students' writing progress in elaboration, organization, fluency, and specific writing crafts	1/19-1/22	0-12	Progress	12-Feb
	Mathematics Benchmark	Students answer a variety of multiple choice questions aligned with the state mathematics standards	Gain information on students' mathematics skills progress Aid in the math placement process for grade 7	1/11-1/15	0-100%	75% and above	29-Jan
April	Pre-Algebra Assessment	Students answer a variety of multiple choice questions which are designed to assess how well students have mastered specific pre-algebra skills learned throughout the year	Gain information on students' mathematics skills progress Aid in the math placement process for grade 7	4/26-4/30	0-100%	75% and above	14-May

6th Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
May	Reading Records	Students identified with reading concerns in September read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension progress Monitor students with reading concerns Determine students' "just right" book levels for independent reading and establish small instructional groups	5/10-5/14	Levels A to Z	Grade 6 levels range from V to Y over the course of the year	28-May

7th Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
September	Writing Prompt	Students write in response to a persuasive prompt in a 45-minute session	Determine students' elaboration, organization, fluency, and specific writing craft skills	9/21-10/2	0 to 12	Baseline	23-Oct
	Otis-Lennon School Ability Test (OLSAT)	Multiple choice, norm-referenced assessment that measures the cognitive abilities that relate to a student's ability to learn in school. The assessment provides a total, verbal, and non-verbal school ability index and percentile rank.	Analyze students' cognitive abilities as they relate to current classroom performance	9/21-9/25	0 to 150	Students vary by ability	December (Upon receipt from assessment department of publishing company)
October	Mathematics Benchmark (Gr. 7 Standard Math Course)	Students answer a variety of multiple choice questions aligned with the state mathematics standards	Gain information on students' mathematics skills progress	10/26-10/30	0-100%	75% and above	13-Nov
November	Reading Records	Students identified with reading concerns in September read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension skills Monitor students with reading concerns Determine students' "just right" book levels for independent reading and establish small instructional groups	11/2-11/6	Levels A to Z	Grade 7 levels range from X to Z over the course of the year	20-Nov
December	Mathematics Benchmark (Pre-Algebra Course)	Students answer a variety of multiple choice questions aligned with the state mathematics standards	Gain information on students' mathematics skills progress Aid in the math placement process for grade 8	12/14-12/18	0-100%	75% and above	15-Jan

7th Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
January	Degrees of Reading Power (DRP)	Students read nonfiction passages on a variety of topics. Where words have been deleted, students are asked to select the correct word for each deletion from a set of multiple-choice options. In order to respond correctly, students must figure out the meaning of the text, using their knowledge of syntax, semantics, and other basic language skills to process text for meaning.	Gain information on students' comprehension skills Identify students with concerns	1/11-1/15	0 to 70	Goal = 53 Proficient = 44 to 52 Remedial = 43 and below	29-Jan
	Writing Prompt	Students write in response to a persuasive prompt in a 45-minute session	Determine students' writing progress in elaboration, organization, fluency, and specific writing crafts	1/19-1/22	0-12	Progress	12-Feb
	Mathematics Benchmark (Grade 7 Standard Math Course)	Students answer a variety of multiple choice questions aligned with the state mathematics standards	Gain information on students' mathematics skills progress Aid in the math placement process for grade 8	1/11-1/15	0-100%	75% and above	29-Jan
April	Orleans Hannah Algebra Readiness	Students read five lessons in algebra. After each lesson a series of multiple choice questions are answered. Students also answer a variety of middle school math content questions.	Gain information to aid in the math placement process for grade 8	4/26-4/30	0-100%	Students vary by ability	14-May

7th Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
May	Reading Records	Students identified with reading concerns in September read leveled texts to the teacher and answer comprehension questions	Gain information on students' decoding, fluency, and comprehension progress Monitor students with reading concerns Determine students' "just right" book levels for independent reading and establish small instructional groups	5/10-5/14	Levels A to Z	Grade 7 levels range from X to Z over the course of the year	28-May

8th Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
September	Writing Prompt	Students write in response to a persuasive prompt in a 45-minute session	Determine students' elaboration, organization, fluency, and specific writing craft skills	9/21-10/2	0 to 12	Baseline	23-Oct
November	Reading Records	Students identified with reading concerns in September read leveled texts to the teacher and answer comprehension questions	<p>Gain information on students' decoding, fluency, and comprehension skills</p> <p>Monitor students with reading concerns</p> <p>Determine students' "just right" book levels for independent reading and establish small instructional groups</p>	11/2-11/6	Levels A to Z	Grade 8 levels range from X to Z over the course of the year	20-Nov
	Pre-Algebra Benchmark	Students answer a variety of multiple choice questions aligned with the state mathematics standards and the pre-algebra curriculum	Gain information on students' mathematics skills progress	11/16-11/20	0-100%	75% and above	11-Dec

8th Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
January	Degrees of Reading Power (DRP)	Students read nonfiction passages on a variety of topics. Where words have been deleted, students are asked to select the correct word for each deletion from a set of multiple-choice options. In order to respond correctly, students must figure out the meaning of the text, using their knowledge of syntax, semantics, and other basic language skills to process text for meaning.	Gain information on students' comprehension skills Identify students with concerns	1/11-1/15	0 to 70	Goal = 51 Proficient = 43 to 50 Remedial = 42 and below	29-Jan
	Writing Prompt	Students write in response to a persuasive prompt in a 45-minute session	Determine students' writing progress in elaboration, organization, fluency, and specific writing crafts	1/19-1/22	0-12	Progress	12-Feb
	Algebra Midterm Exam	Students answer a variety of multiple choice and open-ended questions aligned to the algebra curriculum	Gain information on students' algebra skills progress	1/25-1/29	0-100%	75% and above	12-Feb
	Pre-Algebra Benchmark	Students answer a variety of multiple choice questions aligned with the state mathematics standards and the pre-algebra curriculum	Gain information on students' mathematics skills progress	1/25-1/29	0-100%	75% and above	12-Feb

8th Grade Assessments

	Assessment	Description	Purpose	Administration Dates	Score Range	Expected Performance	Parent Portal Availability Date
May	Reading Records	Students identified with reading concerns in September read leveled texts to the teacher and answer comprehension questions	<p>Gain information on students' decoding, fluency, and comprehension progress</p> <p>Monitor students with reading concerns</p> <p>Determine students' "just right" book levels for independent reading and establish small instructional groups</p>	5/10-5/14	Levels A to Z	Grade 8 levels range from X to Z over the course of the year	28-May
June	Algebra Final Exam	Students answer a variety of multiple choice and open-ended questions aligned to the algebra curriculum	Gain information on students' algebra skills progress	6/14-6/18	0-100%	75% and above	2-Jul