| **Assessment** | **Purpose** | **Administration Date(s)** | **Administrator** | **Additional Information** |
| --- | --- | --- | --- | --- |
| **STAR Early Literacy/**  **Numeracy**  Grades K-1 | **Interim:**  An assessment that can be administered at multiple points throughout the school year for purposes such as screening, placement, progress monitoring, and outcomes assessment. | **Mandatory**  Fall Window: **9/11 - 10/9**  Winter Window: **1/2 - 2/2**  Spring Window: **5/6 - 6/7**  **Discretionary**:  Can be administered to students more frequently (as often as weekly for short-term progress monitoring). | Teacher or Specialist  (elementary)  Teacher, Specialist or School-based testing coordinator (secondary) | In the Early Literacy assessment for K and grade 1, literacy/numeracy are consolidated into one assessment. Test takes approximately 20-25 minutes. Headphones required. Students may take the assessment in English and/or Spanish.  Other purposes: to inform instruction, evaluate curriculum and student responsiveness to intervention. Additional training on test administration or extrapolation of data/resources is available.  Instructional Coaches and/or School Test Coordinators in each building will support the assessment (training for administration of the assessments, troubleshooting, reports training, data analysis)  \*Students in the DLI Program at Alder, take the assessment in both English and Spanish, each test window. |
| **STAR Math**  **STAR Reading**  Grades 2-10 | **Interim:**  An assessment that can be administered at multiple points throughout the school year for purposes such as screening, placement, progress monitoring, diagnostic, and outcomes assessment. | **Mandatory**  Fall Window: **9/11 - 10/9**  *Late Fall Window:* ***11/6-12/8\****  *(Optional)*  Winter Window: **1/2 - 2/2**  Spring Window: **5/6 - 6/7**  **Discretionary**:  Can be administered to students more frequently (as often as weekly for short-term progress monitoring). | Teacher or Specialist  (elementary)  Teacher, Specialist or School-based testing coordinator (secondary) | These are separate tests. The STAR Math & Reading assessments take approximately 30-45 minutes each. Students may take the assessment in English and/or Spanish.  Other purposes: to inform instruction, evaluate curriculum and student responsiveness to intervention, and to forecast likely performance on a summative test later in the year. Additional training on test administration or extrapolation of data/resources is available.  Instructional Coaches and/or School Test Coordinators in each building will support the assessment (training for administration of the assessments, troubleshooting, reports training, data analysis)  \*Late Fall Window is optional. Students who were not enrolled during the Fall administration window, should take the assessment during the Late Fall Window.  \*\*Students in the DLI Program at Alder, take the assessment in both English and Spanish, each test window. |
| **STAR Progress Monitoring**  At-risk students  (red and yellow zone students) | **Progress Monitoring:**  STAR assessments are used to monitor students’ response to tier I, tier II and tier III instruction. The data is used to identify whether students are making adequate progress and to determine whether instructional changes need to be made. | **Using the STAR tool-**  Test administration and analysis every **4-6 weeks** for yellow zone students and every **2-3 weeks** for red zone students. Other assessment data to consider during the analysis process: curriculum-based assessments, common formative assessments. | Teachers,  Specialists | The timeframe for progress monitoring assessment is really dependent on the tools being used and the typical rate of growth for the student. Frequent data collection is recommended given the amount of data needed for making decisions with confidence. |
| **Acadience (DIBELS Next)**  Grades K-5  &  **IDEL 7th Edition\***  Grades K-3  (\*Alder Elementary (DLI) only) | **Universal Screener**  Kindergarten through 8th grade student screening for dyslexia risk factors.  Information from the initial screening measures are used to design targeted interventions  **Universal Screener**  Indicadores Dinámicos del Éxito en la Lectura (IDEL) is a research-based formative assessment series of measures designed to assess the basic early literacy skills of children learning to read in Spanish. | **Mandatory (K-5):**  Fall Window: **9/14 - 10/11**  Winter Window: **1/2 - 1/23**  Spring Window: **5/6 - 6/7** | Teacher or Specialist | \*In RSD, all K-1 students receive proactive “prevention” via a supplemental phonemic awareness curriculum.  \*In RSD, Acadience is also used to meet state Dyslexia Screening Requirements.  DIBELS: <https://dibels.uoregon.edu/materials/dibels>  IDEL: <https://dibels.uoregon.edu/materials/idel>  Instructional Coaches in each building will support the training needs for administration as well as data analysis.  \*The IDEL measures are not a translation of the DIBELS measures. They take into account the linguistic structure of the Spanish language including the phonology, orthography, and syntax. Like DIBELS, the IDEL measures are based on the same theoretical and evidence-based principles of how children learn to read in alphabetic languages such as English and Spanish. |
| **i-Ready Math Diagnostic**  Grades K-5 | **Diagnostic:**  Kindergarten through 5th grade students take the I-Ready math assessment three times a year in order to determine a path of instruction for every learner. | **For Administration Dates: Please see the following I-Ready Pacing** [**Guide**](https://rsd7mail.sharepoint.com/:w:/s/Academics/EfxylvakPaNNspobJWAOgloBzPEWzLw8_5My7ehbaXeT7g?e=fosyss)  **Administration Dates Vary by Grade Level** | Teacher or Specialist | For additional information, please review the I-Ready [website](https://www.curriculumassociates.com/programs/i-ready-assessment/diagnostic) |
| **OSAS English Language Arts & Mathematics**  Grades 3-8, 11 | **Summative:**  Annual assessment that measures the extent to which students have mastered the Common Core State Standards. | **Mandatory:** Spring Window  Grades 3-8: **4/2 – 6/14/24**  Grade 11\*: **2/6 – 6/14/24**  \*10th graders who have successfully completed advanced coursework and 12th graders who did not get their 11th grade opportunity may also test. | Elementary Principal or designee  Secondary: School Test Coordinator (STC) | One test opportunity for each computer adaptive test (CAT) and performance task (PT).  Tests used to meet Federal and State reporting requirements. District and school-wide data will be reported by ODE in the Fall of 2024. |
| **OSAS Next Generation Science**  Grades 5, 8, 11 | **Summative:**  Annual assessment that measures the extent to which students have mastered the Common Core State Standards. | **Mandatory:** Spring Window  Grades 5, 8: **3/5 – 6/14/24**  Grade 11\*: **2/6 – 6/14/24**  \*10th graders who have successfully completed advanced coursework and 12th graders who did not get their 11th grade opportunity may also test. | Elementary Principal or designee  Secondary: School Test Coordinator | One annual test opportunity for grades 5, 8 and 11.  Students in grade 10 may participate in the Science assessment and target up to grade 11 for a banked score. Grade 12 students who did not get an opportunity to take the assessment in Grade 11, can also be assessed. |
| **Extended Assessment**  Grades 3-8, 11  (ELA/Math)  Grades 5, 8, 11  (Science) | The state’s alternate assessment system is designed for students with the most significant cognitive disabilities. | **Mandatory:** Spring Window  **ELA/Math**  Grades 3-8: **4/5 – 6/14/24**  Grade 11\*: **2/6 – 6/14/24**  **Science**  Grades 5, 8: **3/5 – 6/14/24**  Grade 11\*: **2/6 – 6/14/24**  \*10th graders who have successfully completed advanced coursework and 12th graders who did not get their 11th grade opportunity may also test. | Qualified Assessors (QA) and Qualified Trainers (QT) trained as Test Administrators | In Oregon, any student with an IEP whose team decides that this is the most appropriate assessment for the student’s needs may take Extended Assessments via online administration.  Additional info: <http://oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx> |
| **ELPA Summative & Alt ELPA**  Grades K-12 | The ELPA21 assessment measures and reports on students’ English language proficiency overall, as well as in reading, writing, speaking, listening, and comprehension. | **ELPA-Mandatory** (Active, monitored and waived students eligible for services)  All Grades: **1/9 – 4/12/24**  **Alt ELPA (Extended Assessment Students)- Mandatory**  All Grades: **1/30- 4/12/24** | Elementary Principal or designee  Secondary: School Test Coordinator  Alt ELPA- Qualified Assessor (QA) and Qualified Trainers (QT) | Required for all students eligible to receive ELD services, both active, monitored and waivered (refused services).  Students who qualify for ELD services, that take the extended assessment, may also qualify to take the Alt ELPA, depending on their IEP.  ELPA Test Administration Manual-TBD  ALT-ELPA- Test Administration Manual-TBD |
| **ELPA Screener**  Grades K-12 | The English Language Proficiency Screener is a tool for determining eligibility for English Language Development services. It is an assessment of a student’s EL proficiency in the required domains of Listening, Reading, Writing, and Speaking. | **Mandatory (K-12) yearlong**  Grades K-12: **8/7 – 7/12/24**  For all students who:   * Have no previous Oregon public school enrollment history based on responses to Language Use Survey. | Trained district or school staff  experienced with English Learners (ELD Teacher(s)). | Training requirements include:   * [ELPA Screener Administration Manual](https://www.oregon.gov/ode/educator-resources/assessment/Documents/ELPA_Screener_Administration_Manual.pdf) * [ELPA Screener Speaking Scoring Document](https://www.oregon.gov/ode/educator-resources/assessment/Documents/ELPA_Screener_Step_Two_Speaking_Scoring.pdf) * [ELPA Screener Administration Module](https://www.oregon.gov/ode/educator-resources/assessment/Documents/ELPA_Screener_Administration_Module.pptx) * [ODE Training Modules 2-4 on Administration, Accessibility, Security and Informational Webinars Parts 1&2](https://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Training-Materials.aspx) |
| **Flashlight 360 K-12 Pilot**  **(ELD)** | Flashlight 360 assessment measures and reports on student’s English language proficiency in the areas of speaking and writing. | **Optional: (K-12)**  **Test Windows:**  Administration 1: 10/10-10/27  Administration 2: 11/6-11/17  Administration 3: 12/1-12/15 | ELD Teacher(s) | Formative Assessment: Students respond to a different visual stimulus every four weeks. Items should be aligned to themes being covered in class.  Teachers can use the data to progress monitor students and inform their instruction throughout the school year. |
| **OSAS SEED Survey Pilot**  Grades 3-8, 9-11 | Annual survey that measures student perceptions in four core areas: Access to Learning Resources, Opportunity to Learn, Self-Efficacy Beliefs, and Sense of Belonging. | **Optional for 2023-2024**  SEEDS & Alt SEEDS:  Grades 3-8: **3/5 – 6/14/23**  SEEDS & Alt SEEDS:  Grades 9-11: **3/5 – 6/14/23** | Elementary Principal or designee  Secondary: School Test Coordinator | Developed to meet [Oregon’s Consolidated State Plan under ESSA](https://www.oregon.gov/ode/rules-and-policies/ESSA/Documents/APPROVED%20OR_ConsolidatedStateplan8-30-17.pdf).  Additional info: <https://www.oregon.gov/ode/educator-resources/assessment/Pages/Student_Educational_Equity_Development_Survey.aspx> |
| **Essential Skills Graduation Requirement**  High School | The Essential Skills are process skills that cut across academic disciplines and are embedded in the content standards and entail:   * Read and comprehend a variety of text * Write clearly and accurately * Apply mathematics in a variety of settings   Students can meet these graduation requirements through OSAS, other standardized assessments, or work samples. | **Requirement Suspended**:  2021-2022, 2022-2023 and 2023-2024 school years | School Test Coordinator, Teacher(s)  High School: Trained NWESD or MESD Test Administrator for Essential Skills work sample | ODE recommended that the Assessment of Essential Skills requirements be suspended for students who graduate in 2021-22 and the State Board approved this suspension on April 15, 2021.  [SB 744](https://olis.oregonlegislature.gov/liz/2021R1/Downloads/MeasureDocument/SB744/Enrolled) was signed into legislation on July 14, 2021 and suspends Essential Skills requirements for graduation during 2021-2022, 2022-2023, and 2023-2024 school years. |
| **Local Performance Assessment: Writing**  Grades 3-8 annually and  once during High School | **Summative:**  Assess one student writing sample using the Oregon Writing Scoring Guide. The chosen writing task must align with grade level Oregon Adopted Language Arts State Standards. Students can be assessed in the following modes: Opinion/Argument, Informative/Explanatory and Narrative. The writing sample should be embedded in the curriculum that evaluates the application of knowledge and skills. | **Mandatory (once per year for grades 3-8, and once during HS):**  Suggested Test Windows:  Fall: 11/1- 12/1  Winter: 2/5-3/4  Spring: 5/1-6/7  Student sample(s) is due by **6/14/24**. | Teacher(s) grades K-8 and High School | Summative data is manually entered and reported into Synergy. Please enter the work sample with the highest score for the Summative entry due on **6/14/2024**. Students should have multiple opportunities throughout the school year in order to meet this state requirement.  Additional information/scoring guide link:  [writing](https://www.oregon.gov/ode/educator-resources/essentialskills/Pages/Scoring-Guides.aspx)  Local Performance Assessment Manual-TBD  Sample Tasks and Scoring Guides-TBD  Grades 3-8-TBD  High School-TBD |
| **Local Performance Assessments: Math, Science, Speaking**  Grades 3-8  And once during High School | **Summative:**  Assessments in these areas must be a standardized measure (e.g. activity, exercise, problem or work sample scored using the official state scoring guide (s)) embedded in the curriculum that evaluates the application of knowledge and skills. | **Mandatory (once per year for grades 3-8, and once during HS):**  Suggested Test Windows:  Fall: 11/1- 12/1  Winter: 2/5-3/4  Spring: 5/1-6/7  Student sample(s) are due by **6/14/24.** | Teacher(s) grades K-8 and High School | Summative data is manually entered and reported into Synergy. Please enter the work sample with the highest score for the Summative entry due on **6/14/2024**.. Students should have multiple opportunities throughout the school year in order to meet this state requirement.  Additional information/scoring guide links:  [science, math, reading,](https://www.oregon.gov/ode/educator-resources/essentialskills/Pages/Scoring-Guides.aspx) [speaking](https://www.google.com/url?client=internal-element-cse&cx=017270664345420165392:sia_fbfaeds&q=https://www.oregon.gov/ode/educator-resources/essentialskills/Documents/spkingscorguides1112.pdf&sa=U&ved=2ahUKEwjPrteX2_TxAhXCop4KHYhXA6kQFjAAegQIBBAB&usg=AOvVaw1XcVQ4V2uQdMk95rK78CZM)  Local Performance Assessment Manual-TBD  Sample Tasks and Scoring Guides-TBD  Math Problem Solving-TBD  Scientific Inquiry/Engineering Design-TBD  Speaking-TBD |
| **National Normed College Entrance Practice Test**  **(Pre-ACT)**  Grade 10 | The purpose of the assessment is to predict success of students on, and provide practice for students taking, college entrance exams. As well as assist with the identification of students with high potential to excel in advanced placement (AP) or other honors courses. | **Optional**:  Test Window: **12/4-15/2023 @ RHS** | Principal or Test Coordinator, Teacher(s) | ORS 329.488 directs Oregon Department of Education to provide a statewide opportunity for Oregon’s 10th graders to access a nationally-normed college entrance practice exam.  [Pre-ACT Resources](https://www.act.org/content/act/en/products-and-services/preact.html) |
| **NAEP**  **(National Assessment of Education Progress)**  Selected schools Grades 4 and 8\*,  High school (age 17)  (**\*Reynolds Middle School Only**) | Common assessment for states to measure student progress and is the largest nationally representative and continuing assessment of what students in the United States know and can do in various subjects. Administered by NCES, within the U.S. Department of Education. This year, NAEP will administer mathematics and reading assessments to selected schools that receive Title IA funds. | **Mandatory for selected schools:**  **Reynolds Middle School Only: 1/20/24**  Selected schools schedule their own assessment date within the above windows. | Principal, Assistant Principal, School Test Coordinator or designee.  NAEP Coordinators will administer. | *Facts for Districts*  [https://docs.mynaep.com/myschool/documents/2021\_Facts\_for\_Districts.pdf](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdocs.mynaep.com%2Fmyschool%2Fdocuments%2F2021_Facts_for_Districts.pdf&data=02%7C01%7Cpcarrera%40rsd7.net%7C92a36bf754c9426a0bdb08d8657bc82a%7Cd6bfe49000f74317a5d76810ccde70fb%7C0%7C1%7C637370929750410003&sdata=0vd%2FURLoKvUUxBN28biUFf779uNG2MPySyH4v3%2Bqfgo%3D&reserved=0)    There will also be information about NAEP 2023-2024 in the Oregon Test Administration Manual for 2023-2024. Please note that ODE recommends that principals name the School Test Coordinator (STC) to serve as the NAEP school coordinator, who plans for NAEP assessment day. The NAEP school coordinator will receive a certificate for 16 hours of professional development units (PDUs) at the end of the NAEP testing window. |
| **NNAT3 (Naglieri Nonverbal Ability Test)**  Grade 2 | **Universal Screener for TAG:**  “The purpose of the NNAT3 is to measure general ability using abstract designs which are accessible to a wide variety of students. Because the NNAT3 items consist of geometric shapes that are universal and have no verbal content, and the directions are pictorial with minimal verbal instructions, NNAT3 has great utility as part of the process of identifying students for gifted and talented educational programs, especially for members of groups that have been underrepresented.” *NNAT3 Directions for Administration* | **Mandatory:**  Grade 2: **1/30 – 2/16/24**  The NNAT3 is administered online and students can use an iPad or Chromebook. Students are given 30 minutes to complete the test and the practice questions take about 5 minutes. Overall, the test administration should take less than 45 minutes. Generally, results are available within 15 minutes of students completing the test. | Classroom teachers with training and guidance from the district TAG TOSA and building TAG coordinators.  Teachers administer the test to their class all at one time. | **Scores from the NNAT3 may result in an identification as intellectually gifted.**  Training on interpreting results will be provided by the district TAG TOSA to TAG Coordinators, MTSS TOSAs, Instructional Coaches, and Principals to be shared out with teachers.  The RSD TAG Identification Board Policy Guide states that Grade 2 students will take a nationally standardized test of cognitive ability (NNAT3). |
| **CogAT (Cognitive Abilities Test)**  Grade 3 | **Universal Screener for Talented and Gifted Program:**  The CogAT measures reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. Each area is designed to evaluate specific reasoning skills that strongly correlate to academic success.  The test items are written to assure, as best we can, fairness and effectiveness with all students, regardless of their educational experiences, cultural backgrounds, or spoken language. | **Mandatory:**  Grade 3: **10/10-10/27**  The test is administered to the whole class at the same time.  The CogAT is administered online. There are 9 subtests and students are given 10 minutes to complete each subtest. Staff should plan to administer the test over 3 testing periods of 45-60 minutes each to provide the most optimal experience for students. | Possibilities:  1) Classroom teachers with assistance from the Library/Media Specialist or Assistant Principal or Principal or Test Coordinator  - or -  2) Have one person at each building administer the assessment. | **Scores from the CogAT may result in an identification as academically talented in math, academically talented in reading, and/or intellectually gifted.**  Administration of the CogAT takes a more training than the NNAT3. This training will be provided by the TAG TOSA. Training on interpreting results will be provided by the district TAG TOSA to TAG Coordinators, Instructional Coaches, and Principals to be shared out with teachers. Scores are available within 24 hours of completing testing and individual score reports include an ability profile for each student. This ability profile outlines student characteristics, instructional suggestions, and general suggestions for students based on their specific profile. […]  The RSD TAG Identification Board Policy Guide states that Grade 3 students **not previously identified as talented and gifted**will take a nationally standardized test of mental ability and nationally standardized test of reading and mathematics (CogAT). |