

Mission: The Manitowoc Public School District commits to educate, engage, and inspire all learners to thrive in a global community.

Vision: Inspiring Education-Empowering Community-Unleashing Potential

Core Values: Relationships-Compassion-Collaboration-Dedication-Integrity-Inspiration

MPSD Assessment Calendar - 2020-2021

Our MPSD Assessment Calendar provides a road map for implementing formative and benchmark assessments. Decisions related to the administration of many of these assessments should be made through collaborative conversations at the grade and section level and should be founded in how the data gathered will drive next steps for and with students. The data gathered from these varied assessments must be used with purpose to inform, serve as the foundation for feedback, and drive instructional strategies that support growth and deeper understanding for all learners.

MPSD Balanced Assessment Model

Summative	Benchmark	Formative
State Assessments <ul style="list-style-type: none"> ● ACCESS for ELLs ● ACT plus Writing ● Forward ● DLM ● ACT Aspire 	Assessment Calendar <ul style="list-style-type: none"> ● F&P ● Student Engagement Survey 	Grade Level PLC <ul style="list-style-type: none"> ● Continuums ● Progressions ● Question 1 Success Criteria ● Common Assessments ● Instructional Strategies

DISTRICT	PLC/GRADE LEVEL/ BUILDING
Assessment opportunities that are directly tied to the MPSD Milestones of Success are highlighted in bold. These assessments are mandatory and should be provided to students within the indicated window.	All assessment opportunities listed as discretionary are optional. Decisions related to the use of these assessments should be founded in how the data will drive instruction at the PLC level.

Important Notes

- Gr. 5K, 1 & 2 PALS will be administered in the Spring only.
- Discretionary = Determined by grade level and course alike collaborative teams as a way to gather information to develop enrichment or intervention plans. Collaborative teams should identify students from blended and or full distance learning models to be assessed.
- Gathering additional assessment data from students working through the full distance learning model will be a challenge. F&P assessments should not be completed virtually. Coordination of a face-to-face F&P for students working through the full distance learning model should be coordinated at the building level with consultation from the K-12 Literacy Specialist as needed. It is recommended in these situations to use the Where to Start Word Test to determine the level at which to begin testing in order to make most efficient use of the time with the student. If it is not possible to complete a face-to-face F&P assessment with a full distance student, the alternative would be to administer a virtual running record. (More information on how to do this will be provided.)
- Fall Assessment window evaluation and decisions around the Winter Assessment window will be made and communicated mid-November.

Gr. 5K-5 Assessment	Fall
Literacy	Common Calkins On-demand writing assessments, phonics assessments (Grades K-2), pre- and post- reading assessments (Grades 3-5) as indicated in the 2020-21 scope and sequence documents
Math	Common Bridges Screeners, check points, & Unit Assessments as indicated in the 2020-21 scope and sequence documents

Gr. K-8 Assessment	Fall
Literacy	Discretionary F&P 9/14 - 10/9

Gr. 6-12	Fall
Math	Common formative and summative assessments aligned to power standards

Gr. 9-12	Fall
Literacy	Common formative and summative assessments aligned to power standards

Gr. 4 - 12 Student Engagement Survey 10/13 - 11/24
MPSD Parent Engagement Survey 10/27 - 11/24

Phonological Awareness Literacy Screening (PALS)

The Phonological Awareness Literacy Screening (PALS) provides a comprehensive assessment of young children’s knowledge of the important literacy fundamentals that are predictive of future reading success. PALS consists of three instruments, PALS-PreK (for preschool students), PALS-K (for kindergartners), and PALS 1-3 (for students in Grades 1-3). PALS assessments are designed to identify students in need of additional reading instruction beyond that provided to typically developing readers. PALS also informs teachers’ instruction by providing them with explicit information about their students’ knowledge of literacy fundamentals. Mid-year assessment and PALS Quick Checks allow for ongoing student progress monitoring throughout the year.

Fountas & Pinnell (F&P)

The *Fountas & Pinnell Benchmark Assessment Systems* is a resource used by teachers to identify a student’s instructional and independent reading levels according to the *F&P Text Gradient, A-Z* and to document their progress through one-on-one formative and summative assessments. The *Fountas & Pinnell Benchmark*

Assessment Systems provide teachers with precise tools and texts to observe and quantify specific reading behaviors, and then interpret and use that data to plan meaningful instruction.

Reminder: *If you have already administered the two F&P texts at a specific level, please utilize the Teacher's College alternate assessment texts*

Statewide Assessments - 2020 - 2021

ACCESS for ELLs (Gr. K-12)	12/1 - 2/26
ACT plus Writing (Gr. 11)	3/9
DLM (Gr. 3 - 11)	3/23 - 5/1
Forward (Gr. 3 - 8 and 10)	3/22 - 4/30
ACT Aspire (Gr. 9 - 10)	4/5 - 5/5

ACCESS for ELLs

Federal and state laws require that students identified as English Learners (ELs) be assessed annually to determine their level of English language proficiency (ELP) and ensure that they are progressing in achieving full English proficiency. This includes students who receive special education services.

ACCESS for ELLs® is designed to measure English language proficiency. It is a large-scale assessment that is based on the WIDA Consortium's ELD Standards that form the core of Wisconsin's approach to instructing and testing ELs.

ACT Plus Writing

The ACT assesses students' academic readiness for college. The assessment tests five subject areas – English, mathematics, reading, science, and writing. The composite score is the whole number average of the subject area scores not including writing. The highest composite score is 36. Scores from the administration of the ACT Plus Writing can be used by students for a variety of purposes including college admission, scholarships, course placement, and NCAA eligibility.

DLM

The DLM™ assessment measures the academic progress of students with the most significant cognitive disabilities in the subject areas of ELA and Mathematics at grades 3-11, Science at grades 4 and 8-11, and in Social Studies at grades 4, 8, and 10. This is an online assessment delivered either via the computer; however for some students, the teacher presents the items to them. Instruction for the students who participate in the DLM assessment is based upon the Wisconsin Essential Elements and aligns with the Wisconsin Academic Standards.

Forward

The Forward Exam is designed to gauge how well students are doing in relation to the Wisconsin Academic Standards. These standards outline what students should know and be able to do in order to be college and career ready. The Forward Exam is administered online in the spring of each school year at:

- grades 3-8 in English Language Arts (ELA) and mathematics,
- grades 4 and 8 in Science and,
- grades 4, 8, and 10 in Social Studies.

ACT Aspire

The ACT Aspire Early High School is an online summative assessment that measures what students have learned in the areas of: English, Reading, Math, Science, and Writing. It is an online assessment. Scores predict how a student will perform on the ACT when they reach 11th grade. Students who need academic interventions or challenges can be identified earlier in their high school careers.