

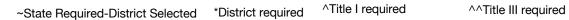
| EARLY LEARNING | |
|----------------------|---|
| Name of test | myIGDIs |
| Testing window | Fall, Winter, Spring |
| Who is tested | Students ages 2, 3 & 4 |
| Average testing time | Time varies – 15 questions per section; 5 sections completed at different times |
| Subject | Literacy |
| Purpose | Assess development in early reading skills based on the areas of: picture naming (oral language), rhyming (phonological awareness), sound identification (alphabet knowledge), 'Which one doesn't belong?' (comprehension), alliteration (phonological awareness) Data is used to inform instruction Data is shared with families at conferences Data is shared with kindergarten teachers prior to students entering kindergarten |

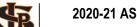
| KINDERGARTEN | | | | |
|----------------------|--|--|--|--|
| Name of test | Early Reading Assessment English~ | Early Reading Assessment Spanish* | Assessing Comprehension and Communication in English State- to-State for English Language Learners (ACCESS)^^ | WIDA Screener~ |
| Testing window | Fall, Winter and Spring | Fall, Winter and Spring | Spring | Year-round |
| Who is tested | All students at Aquila, Peter Hobart, Susan Lindgren | All students at Park Spanish Immersion | All English Learners | All newly enrolled students with home language other than English |
| Average testing time | 5 minutes each season | 5 minutes each season | 2 hours | 1.5 hours |
| Subject | Reading (English) | Reading (Spanish) | English Acquisition | English |
| Purpose | Assess whether students are on track or at-risk for success in reading | Assess whether students are on track or at-risk for success in reading | Assess English Language Proficiency in reading, writing, speaking and listening | Assess English Language Proficiency in reading, writing, speaking and listening |
| | Data is used to inform instructional lesson planning for differentiated instruction in the classroom | Data is used to inform instructional lesson planning for differentiated instruction in the classroom | Data is used to monitor student progress in English Language Proficiency | Data is used to determine level of English Language service in the classroom Data is used to inform |
| | Data is used to identify student progress in reading fluency | Data is used to identify student progress in reading fluency | | for differentiated instruction in the classroom |

~State Required-District Selected *District required ^Title I required ^Title II required



| GRADE 1 | | | | | | |
|----------------------|--|---|---|---|---|---|
| Name of test | Early Reading Assessment English~ | Curriculum-based Measure of Reading English~ | Early Reading Assessment Spanish* | Curriculum-based Measure of Reading Spanish* | Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS)^^ | WIDA Screener~ |
| Testing window | Fall and Winter | Spring | Fall and Winter | Spring | Spring | Year-round |
| Who is tested | All students at Aquila, Peter Hobart, Susan Lindgren | All students at Aquila, Peter Hobart, Susan Lindgren | All students at Park Spanish Immersion | All students at Park Spanish Immersion | All English Learners | All newly enrolled students with home language other than English |
| Average testing time | 5 minutes each season | 5 minutes each season | 5 minutes each season | 5 minutes each season | 2 hours | 1.5 hours |
| Subject | Reading (English) | Reading (English) | Reading (Spanish) | Reading (Spanish) | English Acquisition | English |
| Purpose | Determine whether students are on track or at- risk for success in reading Data is used to inform instructional lesson planning for differentiated instruction in the classroom | Determine whether students are on track or at-risk for success in reading Data is used to identify student progress in reading fluency | Determine whether students are on track or at-risk for success in reading Data is used to inform instructional lesson planning for differentiated instruction in the classroom | Determine whether students are on track or at-risk for success in reading Data is used to identify student progress in reading fluency | Assess English Language Proficiency in reading, writing, speaking and listening Data is used to monitor student progress in English Language Proficiency | Assess English Language Proficiency in reading, writing, speaking and listening Data is used to determine level of English Language service in the classroom Data is used to inform instructional lesson planning for differentiated instruction in the classroom |

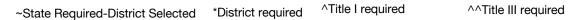




| GRADE 2 | | | | |
|----------------------|---|---|--|--|
| Name of test | Curriculum-based Measure of Reading English~ | Curriculum-based Measure of Reading Spanish* | Measures of Academic Progress (MAP) Reading* | Measures of Academic Progress (MAP) Math* |
| Testing window | Fall, Winter and Spring | Fall, Winter and Spring | Fall, Winter and Spring | Fall, Winter and Spring |
| Who is tested | All students | All students at Park Spanish Immersion | All students | All students |
| Average testing time | 5 minutes each season | 5 minutes each season | 50 minutes | 50 minutes |
| Subject | English | Spanish | Reading | Mathematics |
| Purpose | Determine whether students are on track or at-risk for success in reading Data is used to inform instructional lesson planning for differentiated instruction in the classroom Data is used to identify student progress in reading fluency | Determine whether students are on track or at-risk for success in reading Data is used to inform instructional lesson planning for differentiated instruction in the classroom Data is used to identify student progress in reading fluency | Assess individual student growth based on grade- level standards in reading Each student serves as their own benchmark for reading growth Data is used to inform instructional lesson planning for differentiated instruction in the classroom | Assess individual student growth based on grade- level standards in math Each student serves as their own benchmark for math growth Data is used to inform instructional lesson planning for differentiated instruction in the classroom |



| GRADE 2 (continued) | | | |
|----------------------|---|---|--|
| Name of test | Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS)^^ | WIDA Screener~ | |
| Testing window | Spring | Year-round | |
| Who is tested | All English Learners | All newly enrolled students with home language other than English | |
| Average testing time | 2 hours | 1.5 hours | |
| Subject | English acquisition | English | |
| Purpose | Assess English Language Proficiency in reading, writing, speaking and listening Data is used to monitor student progress in English Language Proficiency | Assess English Language Proficiency in reading, writing, speaking and listening Data is used to determine level of English Language service in the classroom Data is used to inform instructional lesson planning for differentiated instruction in the classroom | |

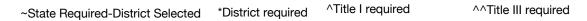




| GRADE 3 | | | | |
|----------------------|---|---|--|--|
| Name of test | Curriculum-based Measure of Reading English~ | Curriculum-based Measure of Reading Spanish* | Measures of Academic Progress (MAP) Reading* | Measures of Academic Progress (MAP) Math* |
| Testing window | Fall, Winter and Spring | Fall, Winter and Spring | Fall, Winter and Spring | Fall, Winter and Spring |
| Who is tested | Determined by teacher and academic team | Determined by teacher and academic team | All students | All students |
| Average testing time | 5 minutes each season | 5 minutes each season | 50 minutes | 50 minutes |
| Subject | English | Spanish | Reading | Mathematics |
| Purpose | Determine whether students are on track or at-risk for success in reading Data is used to inform instructional lesson planning for differentiated instruction in the classroom Data is used to identify student progress in reading fluency | Determine whether students are on track or at-risk for success in reading Data is used to inform instructional lesson planning for differentiated instruction in the classroom Data is used to identify student progress in reading fluency | Assess individual student growth based on grade- level standards in reading Each student serves as their own benchmark for reading growth Data is used to inform instructional lesson planning for differentiated instruction in the classroom | Assess individual student growth based on grade- level standards in math Each student serves as their own benchmark for math growth Data is used to inform instructional lesson planning for differentiated instruction in the classroom |



| GRADE 3 (continued) | | | | |
|----------------------|---|---|---|---|
| Name of test | Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)^^ Reading | Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS) ^{^^} Math | Assessing Comprehension and Communication in English State-to- State for English Language Learners (ACCESS)^^ | WIDA Screener~ |
| Testing window | Spring | Spring | Spring | Year-round |
| Who is tested | All students | All students | All English Learners | All newly enrolled students with home language other than English |
| Average testing time | 2.5-3.5 hours (MCA) | 1.5-2 hours (MCA) | 2 hours | 1.5 hours |
| Subject | Reading | Mathematics | English acquisition | English |
| Purpose | Assess whether students are proficient on state standards Data is used to help evaluate our system's effectiveness in teaching grade-level standards in reading Data is used to help educators reflect on the areas of lesson planning and instruction, quality of formative assessments, and collaborative teams | grade-level standards in mathData is used to help educators reflect on the areas of lesson | Assess English Language Proficiency in reading, writing, speaking and listening Data is used to monitor student progress in English Language Proficiency | Assess English Language Proficiency in reading, writing, speaking and listening Data is used to determine level of English Language service in the classroom Data is used to inform instructional lesson planning for differentiated instruction in the classroom |





| GRADE 4 | | | | |
|----------------------|---|---|---|--|
| Name of test | Curriculum-based Measure of Reading English~ | Curriculum-based Measure of Reading Spanish* | <u>Measures of Academic Progress</u> (MAP) Reading* | <u>Measures of</u> <u>Academic Progress</u> (MAP) Math* |
| Testing window | Fall, Winter and Spring | Fall, Winter and Spring | Fall, Winter and Spring | Fall, Winter and Spring |
| Who is tested | Determined by teacher and academic team | Determined by teacher and academic team | All students | All students |
| Average testing time | 5 minutes each season | 5 minutes each season | 50 minutes | 50 minutes |
| Subject | English | Spanish | Reading | Mathematics |
| Purpose | Determine whether students are on track or at-risk for success in reading Data is used to inform instructional lesson planning for differentiated instruction in the classroom Data is used to identify student progress in reading fluency | Determine whether students are on track or at-risk for success in reading Data is used to inform instructional lesson planning for differentiated instruction in the classroom Data is used to identify student progress in reading fluency | Assess individual student growth based on grade-level standards in reading Each student serves as their own benchmark for reading growth Data is used to inform instructional lesson planning for differentiated instruction in the classroom | Assess individual student growth based on grade- level standards in math Each student serves as their own benchmark for math growth Data is used to inform instructional lesson planning for differentiated instruction in the classroom |



| GRADE 4 (continued) | | | | |
|----------------------|---|--|---|---|
| Name of test | Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)^^ Reading | Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS) ^{^^} Math | Assessing Comprehension and Communication in English State-to- State for English Language Learners (ACCESS)^^ | WIDA Screener~ |
| Testing window | Spring | Spring | Spring | Year-round |
| Who is tested | All students | All students All English Learners | | All newly enrolled students with home language other than English |
| Average testing time | 2.5-3.5 hours (MCA) | 1.5-2 hours (MCA) | 2 hours | 1.5 hours |
| Subject | Reading | Mathematics | English acquisition | English |
| Purpose | Assess whether students are proficient on state standards Data is used to help evaluate our system's effectiveness in teaching grade-level standards in reading Data is used to help educators reflect on the areas of lesson planning and instruction, quality of formative assessments, and collaborative teams | Assess whether students are proficient on state standards Data is used to help evaluate our system's effectiveness in teaching grade-level standards in math Data is used to help educators reflect on the areas of lesson planning and instruction, quality of formative assessments, and collaborative teams | Assess English Language Proficiency in reading, writing, speaking and listening Data is used to monitor student progress in English Language Proficiency | Assess English Language Proficiency in reading, writing, speaking and listening Data is used to determine level of English Language service in the classroom Data is used to inform instructional lesson planning for differentiated instruction in the classroom |



| GRADE 5 | | | | | |
|----------------------|---|---|--|--|---|
| Name of test | Curriculum-based Measure of Reading English~ | Curriculum-based Measure of Reading Spanish* | Measures of Academic Progress (MAP) Reading* | Measures of Academic Progress (MAP) Math* | Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)^^ Science |
| Testing window | Fall, Winter and Spring | Fall, Winter and Spring | Fall, Winter and Spring | Fall, Winter and Spring | Spring |
| Who is tested | Determined by teacher and academic team | Determined by teacher and academic team | All students | All students | All students |
| Average testing time | 5 minutes each season | 5 minutes each season | 50 minutes | 50 minutes | 1.75 hours (MCA) |
| Subject | English | Spanish | Reading | Mathematics | Science |
| Purpose | Determine whether students are on track or at-risk for success in reading Data is used to inform instructional lesson planning for differentiated instruction in the classroom Data is used to identify student progress in reading fluency | Determine whether students are on track or at-risk for success in reading Data is used to inform instructional lesson planning for differentiated instruction in the classroom Data is used to identify student progress in reading fluency | Assess individual student growth based on grade- level standards in reading Each student serves as their own benchmark for reading growth Data is used to inform instructional lesson planning for differentiated instruction in the classroom | Assess individual student growth based on grade- level standards in math Each student serves as their own benchmark for math growth Data is used to inform instructional lesson planning for differentiated instruction in the classroom | Assess whether students are proficient on state standards Data is used to help evaluate our system's effectiveness in teaching grade-level standards in science Data is used to help educators reflect on the areas of lesson planning and instruction, quality of formative assessments, and collaborative teams |



| GRADE 5 (continued) | | | | |
|----------------------|---|--|---|---|
| Name of test | Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)^^ Reading | <u>Minnesota Comprehensive</u> <u>Assessments (MCA) or</u> <u>Minnesota Test of Academic</u> <u>Skills (MTAS)^^ Math</u> | Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS)^^ | WIDA Screener~ |
| Testing window | Spring | Spring | Spring | Year-round |
| Who is tested | All students | All students | All English Learners | All newly enrolled English Learners |
| Average testing time | 2.5-3.5 hours (MCA) | 1.5-2 hours (MCA) | 2 hours | 1.5 hours |
| Subject | Reading | Mathematics | English Acquisition | English |
| Purpose | Assess whether students are proficient on state standards Data is used to help evaluate our system's effectiveness in teaching grade-level standards in reading Data is used to help educators reflect on the areas of lesson planning and instruction, quality of formative assessments, and collaborative teams | Assess whether students are proficient on state standards Data is used to help evaluate our system's effectiveness in teaching grade-level standards in math Data is used to help educators reflect on the areas of lesson planning and instruction, quality of formative assessments, and collaborative teams | Assess English Language Proficiency in reading, writing, speaking and listening Data is used to monitor student progress in English Language Proficiency | Assess English Language Proficiency in reading, writing, speaking and listening Data is used to determine level of English Language service in the classroom Data is used to inform instructional lesson planning for differentiated instruction in the classroom |



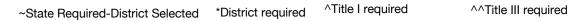
| GRADE 6 | | |
|----------------------|---|---|
| Name of test | Measures of Academic Progress (MAP) Reading* | Measures of Academic Progress (MAP) Math* |
| Testing window | Spring | Fall |
| Who is tested | All students | All students |
| Average testing time | 50 minutes | 50 minutes |
| Subject | Reading | Mathematics |
| Purpose | Assess individual student growth based on grade-level standards in reading Each student serves as their own benchmark for reading growth Data is used to inform instructional lesson planning for differentiated instruction in the classroom | Assess individual student growth based on grade-level standards in math Each student serves as their own benchmark for math growth Data is used to inform instructional lesson planning for differentiated instruction in the classroom |



| GRADE 6 (continued) | | | | |
|----------------------|---|--|---|---|
| Name of test | Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)^^ Reading | Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)^^ Math | Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS)^^ | WIDA Screener~ |
| Testing window | Spring | Spring | Spring | Year-round |
| Who is tested | All students | All students | All English Learners | All newly enrolled English Learners |
| Average testing time | 2.5-3.5 hours (MCA) | 1.5-2 hours (MCA) | 2 hours | 1.5 hours |
| Subject | Reading | Mathematics | English Acquisition | English |
| Purpose | Assess whether students are proficient on state standards Data is used to help evaluate our system's effectiveness in teaching grade-level standards in reading Data is used to help educators reflect on the areas of lesson planning and instruction, quality of formative assessments, and collaborative teams | Assess whether students are proficient on state standards Data is used to help evaluate our system's effectiveness in teaching grade-level standards in math Data is used to help educators reflect on the areas of lesson planning and instruction, quality of formative assessments, and collaborative teams | Assess English Language Proficiency in reading, writing, speaking and listening Data is used to monitor student progress in English Language Proficiency | Assess English Language Proficiency in reading, writing, speaking and listening Data is used to determine level of English Language service in the classroom Data is used to inform instructional lesson planning for differentiated instruction in the classroom |



| GRADE 7 | | |
|----------------------|---|---|
| Name of test | Measures of Academic Progress (MAP) Reading* | Measures of Academic Progress (MAP) Math* |
| Testing window | Spring | Fall |
| Who is tested | All students | All students |
| Average testing time | 50 minutes | 50 minutes |
| Subject | Reading | Mathematics |
| Purpose | Assess individual student growth based on grade-level standards in reading | Assess individual student growth based on grade-level standards in reading |
| | Each student serves as their own benchmark for reading growth Data is used to inform instructional lesson planning for differentiated instruction in the classroom | Each student serves as their own benchmark for reading growth Data is used to inform instructional lesson planning for differentiated instruction in the classroom |





| GRADE 7 (continued) | GRADE 7 (continued) | | | | |
|----------------------|---|--|--|---|--|
| Name of test | Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)^^ Reading | Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS) ^{^^} Math | Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS)^^ | WIDA Screener~ | |
| Testing window | Spring | Spring | Spring | Year-round | |
| Who is tested | All students | All students | All English Learners | All newly enrolled English Learners | |
| Average testing time | 2.5-3.5 hours (MCA) | 2-2.5 hours (MCA) | 2 hours | 1.5 hours | |
| Subject | Reading | Mathematics | English Acquisition | English | |
| Purpose | Assess whether students are proficient on state standards Data is used to help evaluate our system's effectiveness in teaching grade-level standards in reading Data is used to help educators reflect on the areas of lesson planning and instruction, quality of formative assessments, and collaborative teams | Assess whether students are proficient on state standards Data is used to help evaluate our system's effectiveness in teaching grade-level standards in math Data is used to help educators reflect on the areas of lesson planning and instruction, quality of formative assessments, and collaborative teams | Assess English Language Proficiency in reading, writing, | Assess English Language Proficiency in reading, writing, speaking and listening Data is used to determine level of English Language service in the classroom Data is used to inform instructional lesson planning for differentiated instruction in the classroom | |



| GRADE 8 | | | | |
|----------------------|--|--|---|---|
| Name of test | <u>Measures of Academic Progress</u> (MAP) Reading* | <u>Measures of Academic Progress</u> (MAP) Math* | Assessing Comprehension and Communication in English State- to-State for English Language Learners (ACCESS)^^ | WIDA Screener~ |
| Testing window | Spring | Fall | Spring | Year-round |
| Who is tested | All students | All students | All English Learners | All newly enrolled English Learners |
| Average testing time | 50 minutes | 50 minutes | 2 hours | 1.5 hours |
| Subject | Reading | Mathematics | English Acquisition | English |
| Purpose | Assess individual student growth based on grade- level standards in reading Each student serves as their own benchmark for reading growth Data is used to inform instructional lesson planning for differentiated instruction in the classroom | Assess individual student growth based on grade- level standards in math Each student serves as their own benchmark for math growth Data is used to inform instructional lesson planning for differentiated instruction in the classroom | Assess English Language Proficiency in reading, writing, speaking and listening Data is used to monitor student progress in English Language Proficiency | Assess English Language Proficiency in reading, writing, speaking and listening Data is used to determine level of English Language service in the classroom Data is used to inform instructional lesson planning for differentiated instruction in the classroom |



| GRADE 8 (continued) | | | |
|----------------------|---|--|---|
| Name of test | Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS) ^{^^} Reading | Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)^^ Math | Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS) ^{^^} Science |
| Testing window | Spring | Spring | Spring |
| Who is tested | All students | All students | All students |
| Average testing time | 2.5-3.5 hours (MCA) | 2-2.5 hours (MCA) | 1.75 hours |
| | Reading | Mathematics | Science |
| Purpose | Assess whether students are proficient on state standards Data is used to help evaluate our system's effectiveness in teaching grade-level standards in reading Data is used to help educators reflect on the areas of lesson planning and instruction, quality of formative assessments, and collaborative teams | Assess whether students are proficient on state standards Data is used to help evaluate our system's effectiveness in teaching grade-level standards in math Data is used to help educators reflect on the areas of lesson planning and instruction, quality of formative assessments, and collaborative teams | Assess whether students are proficient on state standards Data is used to help evaluate the effectiveness of teaching grade-level standards Data is used to help educators reflect on the areas of lesson planning and instruction, quality of formative assessments, and collaborative teams |



| GRADE 9 | | | | |
|----------------------|---|--|---|---|
| Name of test | <u>Measures of Academic Progress</u> (<u>MAP) Reading*</u> | <u>Measures of Academic Progress</u> (MAP) Math* | Assessing Comprehension and Communication in English State- to-State for English Language Learners (ACCESS)^^ | WIDA Screener~ |
| Testing window | Fall and Spring | Fall and Spring | Spring | Year-round |
| Who is tested | All students | All students | All English Learners | All newly enrolled English Learners |
| Average testing time | 50 minutes | 50 minutes | 2 hours | 1.5 hours |
| Subject | Reading | Mathematics | English Acquisition | English |
| Purpose | Assess individual student growth based on grade-level standards in reading Each student serves as their own benchmark for reading growth Data is used to inform instructional lesson planning for differentiated instruction in the classroom | Assess individual student growth based on grade- level standards in math Each student serves as their own benchmark for math growth Data is used to inform instructional lesson planning for differentiated instruction in the classroom | Assess English Language Proficiency in reading, writing, speaking and listening Data is used to monitor student progress in English Language Proficiency | Assess English Language Proficiency in reading, writing, speaking and listening Data is used to determine level of English Language service in the classroom Data is used to inform instructional lesson planning for differentiated instruction in the classroom |



| GRADE 10 | | | | |
|----------------------|---|--|---|---|
| Name of test | <u>Measures of Academic Progress</u> (MAP) Reading* | <u>Measures of Academic Progress</u> (MAP) Math* | WIDA Screener~ | Assessing Comprehension and Communication in English State- to-State for English Language Learners (ACCESS)^^ |
| Testing window | Fall and Spring | Fall and Spring | Year-round | Spring |
| Who is tested | Select students | Select students | All newly enrolled English Learners | All English Learners |
| Average testing time | 50 minutes | 50 minutes | 1.5 hours | 2 hours |
| Subject | Reading | Mathematics | English | English Acquisition |
| Purpose | Assess individual student growth based on grade-level standards in reading Each student serves as their own benchmark for reading growth Data is used to inform instructional lesson planning for differentiated instruction in the classroom | Assess individual student growth based on grade- level standards in math Each student serves as their own benchmark for math growth Data is used to inform instructional lesson planning for differentiated instruction in the classroom | Assess English Language Proficiency in reading, writing, speaking and listening Data is used to determine level of English Language service in the classroom Data is used to inform instructional lesson planning for differentiated instruction in the classroom | Assess English Language Proficiency in reading, writing, speaking and listening Data is used to monitor student progress in English Language Proficiency |



| GRADE 10 (continued) | |
|----------------------|--|
| Name of test | Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS) [^] Reading |
| Testing window | Spring |
| Who is tested | All students |
| Average testing time | 2-3 hours (MCA) |
| Subject | Reading |
| Purpose | Assess whether students are proficient on state standards Data is used to help evaluate our system's effectiveness in teaching grade-level standards in reading |
| | Data is used to help educators reflect on the areas of lesson planning and instruction, quality of formative assessments, and collaborative teams |



| GRADE 11 | | | | |
|----------------------|--|---|---|---|
| Name of test | Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)^^ Math | American College Test (ACT) plus Writing | WIDA Screener~ | Assessing Comprehension and Communication in English State-to- State for English Language Learners (ACCESS)^^ |
| Testing window | Spring | Spring | Year-round | Spring |
| Who is tested | All students | All students | All newly enrolled English Learners | All English Learners |
| Average testing time | 1.5 – 2.5 hours (MCA) | 5 hours | 1.5 hours | 2 hours |
| Subject | Mathematics | College readiness (English, Reading, Mathematics, Science, Writing) | English | English Acquisition |
| Purpose | Assess whether students are proficient on state standards Data is used to help evaluate our system's effectiveness in teaching grade-level standards in reading / math / science Data is used to help educators reflect on the areas of lesson planning and instruction, quality of formative assessments, and collaborative teams | Assess college preparedness Data is used help evaluate the effectiveness of teaching college readiness benchmarks in the areas of English, Reading, Mathematics, Science and Writing | Assess English Language Proficiency in reading, writing, speaking and listening Data is used to determine level of English Language service in the classroom Data is used to inform instructional lesson planning for differentiated instruction in the classroom | Assess English Language Proficiency in reading, writing, speaking and listening Data is used to monitor student progress in English Language Proficiency |



| GRADE 11 (continued) | |
|----------------------|---|
| Name of test | Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)^^ Science |
| Testing window | Spring |
| Who is tested | All students who have completed a biology life science course (most of our students take this test in grade 10) |
| Average testing time | 2 hours (MCA) |
| Subject | Science |
| Purpose | Assess whether students are proficient on state standards Data is used to help evaluate our system's effectiveness in teaching grade-level standards in science Data is used to help educators reflect on the areas of lesson planning and instruction, quality of formative assessments, and collaborative teams |



| GRADE 12 | | |
|----------------------|---|---|
| Name of test | WIDA Screener~ | Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) ^{^^} |
| Testing window | Year-round | Spring |
| Who is tested | All newly enrolled English Learners | All English Learners |
| Average testing time | 1.5 hours | 2 hours |
| Subject | English | English Acquisition |
| Purpose | Assess English Language Proficiency in reading, writing, speaking and listening Data is used to determine level of English Language service in the classroom Data is used to inform instructional lesson planning for differentiated instruction in the classroom | Assess English Language Proficiency in reading, writing, speaking and listening Data is used to monitor student progress in English Language Proficiency |

Guidance for Assessment Plan:

Considerations for Academic Screening Upon the Return to School Considerations for Reading Intervention Upon the Return to School MDE Assessment Guidance for SY21 Minnesota Department of Education: Screening and Identifying Characteristics of Dyslexia Restart & Recovery: Assessment Considerations for Fall 2020