



**South Harrison Township Elementary School District  
District Assessment Inventory (2018-2019 SY)**

Assessment	Grade Level(s)	Administration Dates	Contact(s)	What type of data does this assessment yield? How do we (as educators and as a District) use this data?
<b>ACCESS 2.0 (Assessing Comprehension and Communication in English State-to-State for English Language Learners)</b>	K-6 <i>(Kindergarten is paper based; Grades 1-6 is online)</i>	March 25-29, 2019	Principal	<ul style="list-style-type: none"> <li>✓ English language proficiency assessment for English language learners (ELLs)</li> <li>✓ Aligned to WIDA English Language Development Standards</li> <li>✓ Helps educators, students, and families understand students' current level of English language proficiency along the developmental continuum</li> <li>✓ Generates information that assists in determining whether ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support</li> <li>✓ Provides teachers with information they can subsequently use to enhance instruction and learning in programs for their English language learners</li> <li>✓ Provides districts with information that will help them evaluate the effectiveness of their ESL/bilingual programs</li> </ul>
<b>AIMSweb</b>	K-1 <i>(reading and mathematics)</i>	<b>Fall:</b> September 17-21, 2018 <b>Winter:</b> January 15-18, 2019 <b>Spring:</b> June 3-June 6, 2019	Reading Specialist	<ul style="list-style-type: none"> <li>✓ Assessment used to provide the Instructional Level of each student (K-1) in reading and mathematics</li> <li>✓ Aligned to Common Core State Standards</li> <li>✓ Periodic brief assessment measures overall performance of key foundational skills within reading or mathematics               <ul style="list-style-type: none"> <li>○ <b>Mathematics:</b> Early numeracy, oral counting measure, math concepts and applications, and mathematics computation</li> <li>○ <b>Reading:</b> Letter naming fluency, phonemic segmentation, nonsense word fluency, letter sound fluency, and reading fluency and accuracy</li> </ul> </li> </ul>
<b>Common Summative Assessments (CSA)</b>	K-1 ( <i>Performance Tasks</i> ) 2-6	<b>CSA1:</b> December 4, 2017 <b>CSA2:</b> March 8, 2019 <b>CSA3:</b> June 10, 2019 <i>(Deadlines to be given, scored, and reported within PowerSchool)</i>	ELA & Math Teachers	<ul style="list-style-type: none"> <li>✓ Locally developed benchmark assessments used to track a student's academic and skill development over the course of the school year</li> <li>✓ Aligned to New Jersey Student Learning Standards (NJSLs)</li> <li>✓ Information gathered from these assessments provide educators the ability to identify possible gaps in learning so that instruction can be adjusted to support student achievement</li> </ul>
<b>Developmental Indicators for the Assessment of Learning (DIAL)</b>	Incoming Kindergarten Students <i>(in and out of district)</i>	<b>Fall:</b> By September 21, 2018 <b>Spring:</b> April 9-11, 2018	Reading Specialist	<ul style="list-style-type: none"> <li>✓ Individually administered developmental screening assessment designed to identify a student's academic skills</li> <li>✓ Screens in three areas:               <ul style="list-style-type: none"> <li>○ <b>Motor skills</b> (skipping, jumping, cutting, writing, and finger motor skills)</li> <li>○ <b>Conceptual skills</b> (knowledge of colors and shapes, counting)</li> <li>○ <b>Language skills</b> (knowledge of letters and words, ability to solve problems)</li> </ul> </li> <li>✓ Information gathered from this assessment helps parents and educators decide if a child's skills are appropriate for entry into Kindergarten or if the child needs intervention</li> </ul>
<b>Fountas and Pinnell Benchmark Assessment (F&amp;P)</b>	K-5 <i>(6<sup>th</sup> as needed)</i>	<b>Fall:</b> November 12-30, 2018 <b>Winter:</b> Feb. 19-March 8, 2019 <b>Spring:</b> May 16-June 6, 2019 <i>(Testing Window)</i>	Reading Specialist	<ul style="list-style-type: none"> <li>✓ Individually administered assessment used to identify a student's current reading level and progress along a gradient of text levels over time</li> <li>✓ Assesses students' reading accuracy, fluency, decoding, and comprehension</li> <li>✓ Information gathered from this assessment helps educators to form initial groups for reading instruction, identify students who need intervention, monitor and report student progress, and differentiate reading instruction</li> <li>✓ Assessment used for progress monitoring student growth within Response to Intervention (RTI)</li> </ul>



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				<ul style="list-style-type: none"> <li>✓ Provides RTI Interventionists with information they can use to guide and differentiate instruction as well as enhance learning for their RTI students</li> </ul>
<b>Measures of Academic Progress (MAP)</b>	2-6 <i>(Test grade 1 during Spring Window)</i>	<b>Fall:</b> October 15-19, 2018 <b>Winter:</b> January 22-28, 2019 <b>Spring:</b> May 28-June 3, 2019 <i>(Testing Window)</i>	School Testing Coordinator	<ul style="list-style-type: none"> <li>✓ Computerized adaptive assessment that measures students' academic growth over time, independent of grade level or age</li> <li>✓ Formative assessment used by the district to provide the Instructional Level of each student in reading and mathematics.</li> <li>✓ Aligned to Common Core State Standards</li> <li>✓ Assesses students' reading comprehension and mathematics skills</li> <li>✓ Assessment results are intended for use by teachers as both as a diagnostic measure (<i>where is a student right now?</i>) and as a prescriptive measure (<i>where does the student need to go next in his/her learning path? And how do I get him there?</i>) so that every student's instruction is tailored to suit his/her needs</li> </ul>
<b>NJSLA-Science</b>	Grade 5	June 4 –June6, 2019	School Testing Coordinator	<ul style="list-style-type: none"> <li>✓ Standardized summative assessment that measures fifth grade students' ability to recall information and to solve problems by applying science concepts</li> <li>✓ NJ Department of Education is currently revising the spring 2018 assessment</li> <li>✓ Aligned to NJ Student Learning Standards</li> <li>✓ NJ Department of Education mandates currently enrolled 5<sup>th</sup> and 8<sup>th</sup> grade students to complete this NJDOE-Science assessment</li> </ul>
<b>NJSLA-ELA &amp; NJSLA-Math (formerly PARCC)</b>	3-6 English language arts (ELA) and Mathematics	May 5-17, 2019 <i>(Tentative Testing Window)</i>	School Testing Coordinator	<ul style="list-style-type: none"> <li>✓ Standardized summative (computer-based) assessment that measures students' progress toward grade-level ELA and mathematics standards as well as readiness for college and career</li> <li>✓ Aligned to Common Core State Standards</li> <li>✓ PARCC results help educators strengthen their instruction and lets parents know how their children are doing</li> <li>✓ Educators and parents can compare achievement results to school, district, state, and consortium-level results</li> </ul>
<b>On-Demand Formative Writing Tasks</b>	K-6 ELA & Math	Throughout the year beginning in September	Reading Specialist/ Instructional Coach	<ul style="list-style-type: none"> <li>✓ Tasks include Narrative Task, Informative/Explanatory Task, Opinion/Argumentative Task, and 3 Math Tasks</li> <li>✓ To track the development and progress of our students in real time and consistently among and between grade levels to guide programming, professional development, and instructional decisions</li> <li>✓ By June, all students will have writing portfolios completed. Each contains the following: On Demand Assessments: Student writing for all three modes of writing with scored rubric attached. 2. One published writing sample selected by the teacher with scored rubric attached. 3. One published writing sample selected by the student with scored rubric attached. 4. One TDQ writing sample selected by the teacher with scored rubric attached. 5. One TDQ writing sample selected by the student with scored rubric attached.</li> </ul>
<b>WIDA Model Assessment</b>	K-6	Administered as needed to students receiving English as a Second Language (ESL) services	Reading Specialist	<ul style="list-style-type: none"> <li>✓ English language proficiency assessment for English language learners (ELLs) that determines a student's academic English language proficiency level</li> <li>✓ Aligned to WIDA English Language Development Standards</li> <li>✓ Assessment is used to identify students who may be candidates for English as a Second Language (ESL) services</li> <li>✓ Assessment is also used as an interim assessment during the school year, providing information that informs instructional planning</li> </ul>