School District of Tomahawk

2022-2023 District Assessment Calendar

Test Window	Assessment	State Window If Applicable
Fall 2022		
September 7-23, 2022 4K-K- will extend into October w/initial assessment.	**Fall Benchmark Assessments** ● Fastbridge Reading: Grades 4K - 12 ● Bridges Math Screener Grade: Kindergarten ● iReady Math: Grades 1-5 ● Fastbridge Math: Grades 6-10	N/A
Oct. 12 Alternate Date: Oct. 25	**PSAT (11th grade and some 10th)**	Oct. 12 Alternate Date: Oct. 25
Oct. 24 - Nov. 7	**BEST** **SAEBRS TMS & THS**	Oct. 17 - Dec. 9
Oct. 20th	**ASVAB - optional for seniors**	
December 1-21, 2022	**ACCESS for ELs** Elem.	Dec. 1 - Jan. 27
TBD - Guidance/T&L	**Practice ACT test** **(optional for 11th graders)**	
Winter		
EL: 1/4-1/17 MS: 1/23 - 2/3 HS: 1/23 - 2/3	**Winter Benchmark Assessment** ● Fastbridge Reading: Grades 4K-12 ● Fastbridge Math: Grades 6-10 ● Ready Math: Grades 1-5 ● Bridges Grade 4K and K	
Spring		
Feb. 7 - Feb. 21	**BEST** **SAEBRS TMS & THS**	Feb. 7 - April 14
March 7, 2023	ACT with Writing Grade 11 The ACT with Writing Grade 11	March 7, 2023 (paper) Make-up March 22 March 7-10, 2023 &

	Makeup Day	March 13-17, 2023 (Window for accommodations)
April 19th Internal back-up day April 25th	**PreACT Secure** Grades 9-10	Window #1 March 20-24, 27-31, 2023 Window #2 April 3-7, 10-14, 2023 Window #3 April 17-21, 24-28, 2023
April 3-21	**WI Forward** Elementary: 3-5 ELA & Math, Science & Social Studies (Gr. 4)	March 20 - April 28, 2023
April 3-21	**WI Forward** Middle School: 6-8 ELA, Math, Science & Social Studies (Gr. 8)	March 20 - April 28, 2023
April 20 & 21 (classroom)	**WI Forward** Social Studies Grade 10	March 20 - April 28, 2023
March 20- April 21	**DLM** ELA and Mathematics Grades 3-11 Science Grades 4 and 8-11 Social Studies Grades 4, 8, and 10	March 20 - April 28, 2023
May 1-12 2023	**Spring Benchmark Assessment** ● Fastbridge Reading: Grades 4K-12 ● Fastbridge Math: Grades 6-10 ● iReady Math: Grades 1-5 ● Bridges Grade 4K and K	Link to Strategic Planning Calendar
Data Due: May 16th	**Annual Data Review by E-MLSS Team & Grade-levels**	End of the Year Review: 26th - 29th NEEDS ASSESSMENT
April Inservice	**SIR Completion by Building** ● Led by the specialists	April 10, 2023

PURPOSE:
An assessment system in a school includes a combination of formative and summative assessments. *The majority of the assessments should be provided in class, in real-time and be authentic and ongoing to inform the classroom teacher and student where the student stands in relation to target objectives and outcomes.* The School District of Tomahawk utilizes a broad assessment system to provide layers of valid and reliable information.   Below you will find definitions of three different types of assessments as well as the types of questions the various data sources can address.

Definitions:
- **Universal Screening/Benchmark Data**: Screening measures are assessments given to all students in a school three times a year: fall (September), winter (January) and spring (May). These assessments are given to every student so that educators can quickly discover how well students are mastering the grade-level curriculum. Screening measures are sometimes known as "universal screenings" or "benchmark screenings." Data from screenings are analyzed alongside other pertinent data (environment, curriculum, and instructional practices) and used to identify if a large group intervention is needed. Typically when less than 80% of students are meeting or exceeding benchmarks a class-wide intervention is necessary before additional diagnostics are conducted to identify individual student small groups and intervention methods.
- **Progress Monitoring:** A system for monitoring student progress and the effectiveness of the supports and interventions provided to students. Progress monitoring is part of an MLSS system and also considered a formative assessment, meaning teachers use the results to inform instruction.
- **Summative Assessment:** Assessments used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period, usually the end of the academic school year, but also used by teachers within a course at the end of a defined period of instruction.

Examples of questions the various data sources address:
- Which students appear unlikely to meet grade-level standards without additional support?
- Are at-risk students making adequate progress in overall literacy, and numeracy development?
- Are core, supplemental, and intensive programs producing the desired outcomes?
- Do multiple data sources correlate providing us valid and reliable data and enough data to make decisions regarding student achievement and growth?