A Balanced Assessment System

The Battle Creek Public Schools Balanced Assessment approach consists of multiple assessments that produce comprehensive, credible, dependable information upon which **important decisions can be made about students and schools.**

Screening: STAR

- Administered at the beginning of the school year or upon entry
- Determines whether a student is at or below grade level
- Quick and easy to administer
- Provides a snapshot of student's abilities

Diagnostic: STAR

- Identifies strengths and needs for students below grade level
- Pinpoint skill gaps students need to work on to meet grade-level standards
- May be administered more than once to track progress

Benchmark: End of Unit Assessments & NWEA-MAP

- Aligned to District Curriculum and State Standards
- Assesses Progress toward meeting Grade-Level Standards
- Administered 6-8 Weeks, Three Times Per Year, or Quarterly

Progress Monitoring: STAR

- Used for frequent measurement or observation
- Determines if students are benefiting from intervention
- Identifies students not making adequate progress

Formative

- Frequent, classroom-based assessment of student learning
- Identifies and immediately addresses student needs
- This leads to adjustment of teaching in real-time

Summative: M-STEP/PSAT

- Usually happens at end of the year
- Measures attainment of state or national standards
- Fulfills federal and state requirements
- Identifies underperforming areas or schools

Assessment	Who Participates	Testing Window	Purpose
NWEA MAP Testing Schedule K-10	All Students	**Fall:** August 26 - September 26 **Winter:** December 2 - December 20 **Spring:** April 14 - May 16	District Benchmark
[**Individual Achievement Portfolios (IAPs)**](#)	There will be 4 data entry dates for intervention progress monitoring data into Illuminate DnA. ● By November 15, 2024 ● By February 14, 2025 ● By April 11, 2025 ● By May 16, 2025	Setting Goals: Entered into DNA (**Fall, Winter, Spring**) ● By October 25, 2024 ● By December 13, 2024 ● By February 28, 2025	

BCPS District Assessment Calendar 2024-2025

GR	Assessment	Who Participates	Testing Window	Purpose
K	**NWEA K-2 MAP**	All Students	**Fall:** August 26 - September 26 **Winter:** December 2 - December 20 **Spring:** April 14 - May 16	District Screener/Benchmark
	STAR Early Literacy	*Optional (All students starting Jan)*	**Fall:** September 3 - September 30 **Winter:** February 3 - February 14 **Spring:** May 1 - May 30	*Progress Monitor- <mark>Monthly</mark> Screener/Diagnostic*
	[*STAR Math*](#)	*Optional (All students starting Jan)*	**Fall:** September 3 - September 30 **Winter:** February 3 - February 14 **Spring:** May 1 - May 30	*Progress Monitor- <mark>Monthly</mark> Screener/Diagnostic*
	WIDA/WIDA Access	All Students coded EL in Skyward/or according to IEP	February 3 - March 21	State Mandated Summative Assessment
	End of Unit Assessments (Math, Science)	All Students	End of Unit	Assessing grade-level essential standards
	Weekly Assessments Structured Literacy(ELA)	All Students	End of Week	Formative Assessment

Revised August 2024

1st & 2nd	**NWEA K-2 MAP**	All Students	**Fall:** August 26 - September 26 **Winter:** December 2 - December 20 **Spring:** April 14 - May 16	District Screener/Benchmark
	(1st/2nd) STAR Early Literacy *or* *(2nd) STAR Reading (if score determines)*	All Students	**Fall:** September 3 - September 30 **Winter:** February 3 - February 14 **Spring:** May 1 - May 30	*Progress Monitor- Monthly Screener/Diagnostic*
	[STAR Math](#)	All Students	**Fall:** September 3 - September 30 **Winter:** February 3 - February 14 **Spring:** May 1 - May 30	*Progress Monitor- Monthly Screener/Diagnostic*
	WIDA/WIDA Access	All Students coded EL in Skyward/or according to IEP	February 3 - March 21	State Mandated Summative Assessment
	End of Unit Assessments (ELA, Math and Science)	All Students	End of Unit	Assessing grade-level essential standards
	Weekly Assessments K-Structured Literacy Weekly/1st Into Reading Weekly(ELA)	All Students	End of Week	Formative Assessment
3rd & 4th	**NWEA MAP**	All Students	**Fall:** August 26 - September 26 **Winter:** December 2 - December 20 **Spring:** April 14 - May 16	District Screener/Benchmark
	M-STEP **MI-Access**	All Students Students according to IEP	April 7 - May 16 All Grades: April 7 - May 23	State Mandated Summative Assessment
	[STAR Reading](#)	All Students	**Fall:** September 3 - September 30 **Winter:** February 3 - February 14 **Spring:** May 1 - May 30	Progress Monitor- Monthly Screener/Diagnostic

Revised August 2024

		All Students	**Fall:** September 3 - September 30 **Winter:** February 3 - February 14 **Spring:** May 1 - May 30	Progress Monitor- <mark>Monthly</mark> Screener/Diagnostic
	STAR Math	All Students	**Fall:** September 3 - September 30 **Winter:** February 3 - February 14 **Spring:** May 1 - May 30	Progress Monitor- <mark>Monthly</mark> Screener/Diagnostic
	WIDA/WIDA Access	All Students coded EL in Skyward/or according to IEP	February 3 - March 21	State Mandated Summative Assessment
	End of Unit Assessments (ELA, Math and Science)	All Students	End of Unit	Assessing grade-level essential standards
	Weekly Assessments (ELA)	All Students	End of Week	Formative Assessment
5th	**NWEA MAP**	All Students	**Fall:** August 26 - September 26 **Winter:** December 2 - December 20 **Spring:** April 14 - May 16	District Screener/Benchmark
	STAR Reading	All Students	**Fall:** September 3 - September 30 **Winter:** February 3 - February 14 **Spring:** May 1 - May 30	Progress Monitor- <mark>Monthly</mark> Screener/Diagnostic
	STAR Math	All Students	**Fall:** September 3 - September 30 **Winter:** February 3 - February 14 **Spring:** May 1 - May 30	Progress Monitor- <mark>Monthly</mark> Screener/Diagnostic
	M-STEP **MI-Access**	All Students Students according to IEP	April 7 - May 16 All Grades: April 7 - May 23	State Mandated Achievement Accountability
	WIDA/WIDA Access	All Students coded EL in Skyward/or according to IEP	February 3 - March 21	State Mandated Summative Assessment
	End of Unit Assessments (ELA, Math and Science)	All Students	End of Unit	Assessing grade-level essential standards
	Weekly Assessments (ELA)	All Students	End of Week	Formative Assessment

Revised August 2024

6th & 7th	**NWEA MAP**	All Students	**Fall:** August 26 - September 26 **Winter:** December 2 - December 20 **Spring:** April 14 - May 16	District Screener/Benchmark
	STAR Reading	All Students	**Fall:** September 3 - September 30 **Winter:** February 3 - February 14 **Spring:** May 1 - May 30	Progress Monitor- <mark>Monthly</mark> Screener/Diagnostic
	STAR Math	All Students	**Fall:** September 3 - September 30 **Winter:** February 3 - February 14 **Spring:** May 1 - May 30	Progress Monitor- <mark>Monthly</mark> Screener/Diagnostic
	M-STEP **MI-Access**	All Students Students according to IEP	April 7 - May 16 All Grades: April 7 - May 23	State Mandated Summative Assessment
	WIDA/WIDA Access	All Students coded EL in Skyward/or according to IEP	February 3 - March 21	State Mandated Summative Assessment
	End of Unit Assessments (ELA, Math and Science)	All students	End of Unit	Assessing grade-level essential standards
8th	**NWEA MAP**	All Students	**Fall:** August 26 - September 26 **Winter:** December 2 - December 20 **Spring:** April 14 - May 16	District Screener/Benchmark
	STAR Reading	All Students	**Fall:** September 3 - September 30 **Winter:** February 3 - February 14 **Spring:** May 1 - May 30	Progress Monitor- <mark>Monthly</mark> Screener/Diagnostic
	STAR Math	All Students	**Fall:** September 3 - September 30 **Winter:** February 3 - February 14 **Spring:** May 1 - May 30	Progress Monitor- <mark>Monthly</mark> Screener/Diagnostic
	M-STEP **MI-Access**	All Students Students according to IEP	April 7 - May 16 All Grades: April 7 - May 23	State Mandated Summative Assessment
	PSAT 8 *ONLINE*	All Students with and without accommodations	April 7 - April 25	State Mandated Summative Assessment

Revised August 2024

	WIDA/WIDA Access	All Students coded EL in Skyward/or according to IEP	February 3 - March 21	State Mandated Summative Assessment
	End of Unit Assessments (ELA, Math and Science)	All Students	End of Unit	Assessing grade-level essential standards
9th	**NWEA MAP**	All Students	**Fall:** August 26 - September 26 **Winter:** December 2 - December 20 **Spring:** April 14 - May 16	District Screener/Benchmark
	PSAT 9 *ONLINE*	All Students with and without accommodations	April 7 - April 25	State Mandated Summative Assessment
	WIDA/WIDA Access	All Students coded EL in Skyward/or according to IEP	February 3 - March 21	State Mandated Summative Assessment
	End of Unit Assessments	All Students	End of Unit	Assessing grade-level essential standards
10th	**NWEA MAP**	All Students	**Fall:** August 26 - September 26 **Winter:** December 2 - December 20 **Spring:** April 14 - May 16	District Screener/Benchmark
	PSAT 10 *ONLINE*	All Students with and without accommodations	April 7 - April 25	State Mandated Summative Assessment
	WIDA/WIDA Access	All Students coded EL in Skyward/or according to IEP	February 3 - March 21	State Mandated Summative Assessment
	End of Unit Assessments	All Students	End of Unit	Assessing grade-level essential standards
	M-STEP **MI-Access**	All Students Students according to IEP	April 7 - May 16 All Grades: April 7 - May 23	State Mandated Summative Assessment
	SAT *ONLINE*	All Students with and without accommodations	April 7 - April 25	Standardized Assessment used for College Admission

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11th	**ACT WorkKeys**	All Students	**Window 1:** March 27 **Window 2:** April 10 **Make-ups:** April 24	Standardized Assessment used for College Admission
	Accommodated Testing	Students according to IEP	**Window 1:** March 27 - April 9 **Window 2:** April 10 - April 23 **Make-up Window:** April 24 - April 30	
	WIDA/WIDA Access	All Students coded EL in Skyward/or according to IEP	February 3 - March 21	State Mandated Summative Assessment
	End of Unit Assessments	All Students	End of Unit	Assessing grade-level essential standards
12th	February 5 - March 22			
	WIDA/WIDA Access	All Students coded EL in Skyward/or according to IEP	February 3 - March 21	State Mandated Summative Assessment
	End of Unit Assessments	All Students	End of Unit	Assessing grade-level essential standards

Paper/Pencil M-STEP testing for all grades is: April 7 - May 2, 2025

Assessment Overview

According to an Education Resource Center Report (2012), in order to make sure that an assessment is meeting the needs of the student or students, educators will want to discuss certain questions, such as:

- To what extent are our assessments of learning varied, providing multiple and different ways for students to demonstrate understanding?
- To what extent do our assessments empower students to demonstrate deep learning and understanding of concepts?
- To what extent do our assessments reflect the personal and cultural strengths of our students, as well as their learning needs?
- How is this assessment aligned with the curriculum and standards?
- Does this assessment measure student learning in a way that reflects our beliefs about how students learn?
- Does this assessment provide useful data to us and the student/family about what the student understands and what needs to be learned next?

Revised August 2024

Screening and Diagnostic Assessments

NWEA Measures of Academic Progress® (MAP®) • Measures of Academic Progress® (MAP®) are K – 12 interim assessments that measure growth, project proficiency on high-stakes tests, and inform how educators differentiate instruction, evaluate programs, and structure curriculum.

- Computer adaptive MAP assessments reveal precisely which academic skills and concepts the student has acquired and what they're ready to learn.
- MAP assessments are grade independent and adapt to each student's instructional level. Every item on a MAP assessment is anchored to a vertically aligned equal interval scale, called the RIT scale for Rasch UnIT—a stable measurement, like inches on a ruler, that covers all grades.

STAR Reading and STAR Early Literacy • STAR Reading is by far the most widely used reading assessment in K-8 schools.

- Educators get valid, reliable, actionable data in about 15 minutes.
- Computer-adaptive reliability and efficiency.
- Assess 46 reading skills in 11 domains.
- Core Progress learning progressions for reading tell you what students know and what they are ready to learn next on an empirically validated learning continuum.

K–3 Guidance for Star Early Literacy and Star Reading

Choosing the best test will help you get the best data. Consider which Star assessment will help your young readers the most. Use the following guidelines to determine which assessment to administer:

Which test should I administer to my students in grades K–3?

- New students or students who scored below **852** Scaled Score on a previous screening are likely ready for Star Early Literacy.
- Students who have tested at or above this score are likely ready for Star Reading and are considered "probable readers." At this point in their literacy journey, they may be ready to be assessed on comprehension skills, which are a focus in Star Reading.
- You can also use professional judgment and observations to help determine which assessment to use. If a student appears to be reading independently, they may be ready for Star Reading.

How will I know if I need to transition a student back to Star Early Literacy?

Revised August 2024

Sometimes, you may decide that a student who tried Star Reading may benefit from transitioning back to Star Early Literacy. Signs that this may be the case include:

- The student cannot independently complete the practice items in Star Reading.
- They experience excessive frustration while attempting to complete the Star Reading test.
- They seem to have trouble with reading fluency.
- Their Scale Score drops below **852** on the Unified Scale.
- Essentially, if you think the student would benefit more from additional instruction on early literacy skills, assess with Star Early Literacy. It's recommended to use your professional judgment when determining which assessment will provide data that best reflects the instructional needs of the student.
- Teachers who administer the Star Early Literacy assessment to beginning readers at the start of the school year and then have students test in Star Reading as they transition to reading on their own can track students' progress with SGP scores derived using scores from both assessments. The same is true if students transition back to Star Early Literacy. No matter which tests the students took, SGP will be reported as long as the student took the tests in different SGP timeframes.

The **Star Early Literacy Validation Study data** indicate that a student with a **Star Early Literacy Scaled Score of 852 Unified** (775 Enterprise) or higher is likely able to complete a Star Reading Enterprise test without getting frustrated. However, teachers should consider both the Scaled Score and their knowledge of the student's reading proficiency when selecting a reading assessment. Moreover, although a student may be capable of taking a Star Reading Enterprise assessment, teachers may want to continue using Star Early Literacy with the student to diagnose strengths and weaknesses in literacy skills and to plan reading instruction. For additional guidance, see "K–3 Guidance for Star Early Literacy and Star Reading" at https://doc.renlearn.com/KMNet/R62574.pdf . Battle Creek Public Schools follows the above recommendation and counts on teachers to make informed decisions about test administration based on a students' reading abilities. Changes for K-2 students should **only** be made on an individual basis.

STAR Math

Star Math measures a student's math skills in a variety of areas, including number and operations, algebra, geometry, measurement, data analysis, and probability. It provides information about a student's strengths and weaknesses in these areas and can help teachers identify areas where students may need additional support.

- Star Math provides a scaled score that ranges from 0 to 1400. The score indicates a student's overall math performance, with higher scores indicating higher levels of proficiency.
- The results of the Star Math can be used to inform instruction and support student learning. Teachers can use the results to identify areas where students need additional support, provide targeted instruction, and monitor progress over time. Schools and districts can use the results to evaluate the effectiveness of their math programs and make data-driven decisions about curriculum and instruction.

Revised August 2024

SAT (11) and PSAT (8-10)Assessment: The SAT is one of the main college entrance exams for undergraduates.
- Many college applications will ask you to submit either SAT or ACT scores. Colleges use your test scores to assess your academic strengths and weaknesses, as well as your readiness for college-level education. The SAT also acts as a common data point for colleges to compare all applicants. Each college will factor SAT scores into their admission decisions in a different way.
- The PSAT (short for Preliminary SAT) is an opportunity for students to practice for the SAT. You can take the PSAT a total of three times in high school but only once per year. Most students take the test their junior year, with some taking it as a sophomore as well.
- Your PSAT scores are designed to predict your SAT scores and gauge your college readiness. By taking the PSAT, you will learn which areas you should focus on when studying for the SAT and will be better equipped to score well on the SAT.

WIDA Screener: WIDA Screener is an English language proficiency assessment given to new students in grades K–12 to help educators identify whether they are English learners (ELs).
- It is a flexible, on-demand assessment that can be administered at any time during the school year.
- WIDA Screener is available in two formats – online and paper.
- Anchored in the WIDA English Language Development Standards
- Assesses each of the four language domains: Listening, Speaking, Reading, Writing

Revised August 2024