

K – 8 NCSU Common Literacy Assessment Calendar 2014 - 2015

Kindergarten

Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
POA Math Screen - TBD	PASS	PNOA	POA	* Selected components of PASS	PNOA			POA * Selected components of PASS PNOA
Writing On Demand Prompt			Writing On Demand Prompt			Writing On Demand Prompt		
<i>Appropriate progress monitoring assessments for students at risk</i>								

Grade One

Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
POA Math Screen - TBD	* Selected components of PASS DSA Feature Inventory Form A (Letter Name)	PNOA	POA	DSA Feature Inventory Form B (Letter Name) * Selected components of PASS	PNOA			POA DSA Form A (Within Word-if appropriate) *Selected components of PASS PNOA
Writing On Demand Prompt			Writing On Demand Prompt			Writing On Demand Prompt		
<i>Appropriate progress monitoring assessments for students at risk</i>								

Grade Two

Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
POA Math Screen -TBD	DSA Math- Basic Facts Baseline/ Computation Probe A	PNOA	POA	DSA Math- Basic Facts Benchmark/ Computation Probe B	PNOA			POA DSA Math –PNOA/Basic Facts Benchmark/ Computation Probe C
Writing on Demand Prompt			Writing on Demand Prompt			Writing on Demand Prompt		
<i>Appropriate progress monitoring assessments for students at risk</i>								

Norms:

Classroom teachers must assess 50% of their own class. Teachers must audio record a minimum of 2 administration sessions using Fountas & Pinnell Benchmark Assessment System for each of the assessment windows. Teachers must participate in a data analysis meeting within 2 weeks of the end of each assessment window. Assessments must be administered with fidelity.

September 2014

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Grade Three

Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
<input type="checkbox"/> FP with all students	<input type="checkbox"/> Writing Performance Task: Narrative Writing		<input type="checkbox"/> On Demand Writing Prompt: Informative Writing	<input type="checkbox"/> FP with all students	<input type="checkbox"/> SBAC Interim Assessment (May include and take place of argument writing task)	<input type="checkbox"/> Common Core-aligned Writing Performance Task: Argument Writing	<input type="checkbox"/> SBAC (March – May – 12-week administration window)	<input type="checkbox"/> FP with all students
Appropriate progress monitoring assessments								

Grade Four

Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
<input type="checkbox"/> Screening Tool – Gates Level 4, Form S (beginning 2015 – 16) *FP Assessment on targeted students		<input type="checkbox"/> Common Core-aligned Writing Performance Task: Informative Writing		<input type="checkbox"/> FP with all students	<input type="checkbox"/> SBAC Interim Assessment (May include and take place of argument writing task)	<input type="checkbox"/> Common Core-aligned Writing Performance Task: Argument Writing	<input type="checkbox"/> SBAC	* FP Assessment on targeted students
*In September and May, use Fountas and Pinnell Benchmark Assessment for diagnostic purposes with struggling students (below 5 th stanine on Fall Gates- MacGinitie). Appropriate progress monitoring assessments								

Grade Five

Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
<input type="checkbox"/> Screening Tool – Gates Level 5, Form S (beginning 2015 – 16) * FP Assessment on targeted students		<input type="checkbox"/> Common Core-aligned Writing Performance Task: Informative Writing		<input type="checkbox"/> FP with all students	<input type="checkbox"/> SBAC Interim Assessment (May include and take place of argument writing task)	<input type="checkbox"/> Common Core-aligned Writing Performance Task: Argument Writing	<input type="checkbox"/> SBAC	* FP Assessment on targeted students
* In September and May, use Fountas and Pinnell Benchmark Assessment for diagnostic purposes with students below 5 th stanine on Fall Gates- MacGinitie. Appropriate progress monitoring assessments.								

Universal Population, Tier 1

Targeted Population, Tier 2

September 2014

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Grade Six

Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
<input type="checkbox"/> Screening Tool – Gates Level 6, Form S (beginning 2015 – 16) * FP Assessment on targeted students		<input type="checkbox"/> Common Core-aligned Writing Performance Task: Informative Writing		<input type="checkbox"/> FP with all students	<input type="checkbox"/> SBAC Interim Assessment (May include and take place of argument writing task)	<input type="checkbox"/> Common Core-aligned Writing Performance Task: Argument Writing	<input type="checkbox"/> SBAC	* FP Assessment on targeted students
*In September and May, use Fountas and Pinnell Benchmark Assessment for diagnostic purposes with students below 5 th stanine on Fall Gates-MacGinitie. Appropriate progress monitoring assessments.								

Grade Seven

Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
<input type="checkbox"/> Screening Tool – Gates Level 7/9, Form S (beginning 2015 – 16) * FP Assessment on targeted students	<input type="checkbox"/> Common Core-aligned Writing Performance Task: Informative Writing			* FP Assessment on targeted students	<input type="checkbox"/> SBAC Interim Assessment (May include and take place of argument writing task)	<input type="checkbox"/> Common Core-aligned Writing Performance Task: Argument Writing	<input type="checkbox"/> SBAC	* FP Assessment on targeted students
*In September, December, and May, use Fountas and Pinnell Benchmark Assessment for diagnostic purposes with students below 5 th stanine on Fall Gates-MacGinitie. Appropriate progress monitoring assessments.								

Grade Eight

Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
<input type="checkbox"/> Screening Tool – Gates Level 7/9, Form T (beginning 2015 – 16) * FP Assessment on targeted students	<input type="checkbox"/> Common Core-aligned Writing Performance Task: Informative Writing			* FP Assessment on targeted students	<input type="checkbox"/> SBAC Interim Assessment (May include and take place of argument writing task)	<input type="checkbox"/> Common Core-aligned Writing Performance Task: Argument Writing	<input type="checkbox"/> SBAC	* FP Assessment on targeted students
*In September, December, and May, use Fountas and Pinnell Benchmark Assessment for diagnostic purposes with students below 5 th stanine on Fall Gates-MacGinitie. Appropriate progress monitoring assessments.								

Universal Population, Tier 1

Targeted Population, Tier 2

September 2014

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2014 - 2015

NCSU Grades 3 – 8 Local Literacy Assessments

Assessment	Purpose/Standards Addressed	Format	Administration Time	Rationale
Gates-MacGinitie Reading Tests	Reading comprehension and vocabulary	short text selections with multiple choice questions	80 – 90 minutes	Provides reliable screening for all students with modest administration time and identifies target population for intervention. NCSU will use to identify trends over time.
SBAC Interim Assessments	CCSS Reading, Language, and Writing Standards	Range of text selections (literary and informational) with multiple choice and constructed response questions and writing performance task	20 – 30 minutes/Testlet 2.5 – 4 hours/SBAC Interim Assessment	Provide educators with actionable information about student progress throughout the year. Teachers will use to identify instructional needs. SU will collect data to identify supports for teachers.
SBAC-aligned Writing Performance Tasks (In Common Prompts (achievethecore.com) or Teachers College Reading Writing Project Performance Assessments (readingandwritingproject.com))	CCSS Reading, Writing, and Language Standards	2 – 3 text selections with 1 extended response question	2 – 3 45-minute blocks	Provides sample of student performance in relation to CCSS writing type (opinion/argument, informative/explanatory, narrative) and information integration across texts. Educators should use this information to make instructional decisions. NCSU will use this information to identify supports for teachers.
Fountas & Pinnell Benchmark Assessment	Reading Comprehension, foundational skills	oral and silent read of text selection, 1-on-1 comprehension conversation	15 – 20 minutes/text	Provides specific information about students' processing of information sources and comprehension of text at specific levels to guide teacher instruction in regular classroom and in intervention. NCSU will gather whole-group data (grades 3 – 6) to identify trends and supports for teachers.