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| Grade(s) | Assessment | Administration Window Timeframe(s) |
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| **2** | **Cognitive Abilities Test (CoGAT) - Talented & Gifted Screener** | **Initial Assessment: Complete by****Round 2 (as necessary): Complete by** |
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| **K-5** | **Dynamic Indicator of Basic Early Literacy Skills (DIBELS)** | **Benchmark Screening Windows**Fall: September 3 – September 30Winter: January 7 – January 31Spring: April 14 – May 30 |
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| **K-5****6-8** | **FastBridge Math****FastBridge Reading and Math** | **Benchmark Screening Windows**Fall: September 3 – September 30Winter: January 7 – January 31Spring: April 14 – May 30 |
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| **3-8, 11** | **Oregon Assessment of Knowledge & Skills (OSAS)** | **March 31 – May 30** |
|  |  |  |
| **3-5, 6-8, 11** | **Reading/Writing/Math Work Samples (only for students opting out of OSAS assessment** | **March 31 – May 30** |
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| **K-12** | **English Language Proficiency Assessment (ELPA)** | **February – May**  |
|  |  |  |
| **11** | **Armed Services Vocational Aptitude Battery (ASVAB)** | **October** |
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| **11** | **PSAT**  | **October**  |
|  |
| **12** | **SAT**  | **October**  |
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| **10-12** | **Advanced Placement (AP) Exams**  | **May 1st-30th**  |

 *Revised 9/2024*

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| Assessment Information |
| **CoGAT** is the entrance screener used by SUSD beginning in second grade for entrance into the Talented and Gifted program. It is a multiple-choice assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions. |
| **DIBELS** is a universal literacy screener used by SUSD (K-5) to meet the Early Screening of Dyslexia Law and to elevate strong early literacy development. Universal screeners are proactive in helping teachers identify the needs and strengths of their students so they may adjust instruction accordingly. Screeners are an essential component of a high-functioning Multi-Tiered System of Support, with the ultimate goal of supporting all students in accessing grade level content. |
| **FastBridge Reading and Math** is a universal reading and math screener used by SUSD (Reading 6-8, Math K-8) to support strong literacy and math development. Universal screeners are proactive in helping teachers identify the needs and strengths of their students so they may adjust instruction accordingly. Screeners are an essential component of a high-functioning Multi-Tiered System of Support, with the ultimate goal of supporting all students in accessing grade level content. |
| **OSAS** is the state summative assessment for grades 3, 4, 5, 6, 7, 8, 11 in English language arts, mathematics, and science, and fulfills the federal requirement that students be assessed in these content areas. The data collected from results of this assessment are useful in understanding how SUSD students are learning compared to other grade-level students across the state. |
| **Reading/Writing/Math Work Samples** for grades 3- 8, 11 (only for students who opt out of the OSAS assessments) provides data to help understand student learning levels, and mastery of curriculum objectives and standards. |
| **ELPA** is the state assessment required for all English language learners (K-12) to measure a student’s English language proficiency in reading, writing, speaking, listening, and comprehension. |
| **PSAT** is a test that provides valuable feedback on strengths and skills necessary for college study and helps prepare students for the SAT. **SAT** is the most widely used college admissions test in the country. SAT scores are one tool used to demonstrate college and career readiness. |
| **ASVAB** for grade 11 is a multiple-choice assessment that helps determine a person’s aptitude for military enlistment and future academic and occupational success. |
| **AP Exams** are available to all students enrolled in AP courses. Each course culminates in a standardized college-level assessment, or AP Exam. Many U.S. colleges offer credit for AP Exam scores of 3 or higher.  |
| **Other** formal and informalassessments are given to students, as needed, throughout the school year for the purpose of monitoring learning progress and making instructional adjustments to better meet student needs. |