Priority:
The school system will assess students' academic needs through the use of high-quality screeners for students in grades K-3 and high-quality ELA and math diagnostics in grades 3 through high school. The school system will create an individual plan for students with the most significant learning gaps.

Introduction:
Due to unexpected school system closures, students may have unfinished learning that needs to be addressed. School systems will need to help school leaders and teachers identify every student's learning needs at the beginning of the 2020-2021 school year. School systems should use the diagnostic and/or screener results to develop a learning plan for students with the most significant learning gaps. Students' results should be shared with families in an easy-to-understand report.

Early Childhood Assessment - TS GOLD
K-3 High-Quality Screeners
Grades 3-HS LEAP 360 Diagnostic Assessments

Early Childhood Assessment - *TeachingStrategies GOLD®*	
Key Actions	**Resources/Examples**
What steps are needed to set up GOLD®?	Early Childhood Coordinators and Testing Coordinators should prepare teachers to set up and manage classes in *GOLD®*, in preparation for finalizing Fall checkpoints. Please refer to the Early Childhood (pre-K) Assessment Guidance for Various Learning Environments for information about the assessment and its use in traditional (face-to-face) learning, virtual learning, and hybrid (combination of traditional and virtual) learning environments. Teachers should be trained in the assessment tool before administering. Resources: ● GOLD Guidance
What steps and best practices are needed to administer GOLD®?	Teachers should refer to the resources below for instructions on collecting documentation in *GOLD®* in traditional (face-to-face) learning, virtual learning, and hybrid (combination of traditional and virtual) learning environments. Resources: ● Early Childhood (pre-K) Assessment Guidance for Various Learning Environments 2020-2021 ● Pre-K to 3rd Grade Assessment Guidance 2020–2021

	How are assessment results, along with other tools, used to address learning gaps for students?	To support early childhood students in instruction, teachers must continue to use high-quality curricula, provide additional support, and monitor student progress using *GOLD®* documentation according to the resources below. Resources: ● [Addressing Learning Gaps Guidance](#) ● [Pre-K to 3rd Grade Assessment Guidance 2020–2021](#)
	What do families need to know?	School leaders and teachers should discuss the results of *TeachingStrategies GOLD®* with parents. The discussion should include: ● General information about their student's growth and development ● Information about the support available to students ● How parents might support their student(s) throughout the school year Resources: ● [2020-2021 Parent Back-to-School Guide (PK-2)](#)

K-3 High-Quality Screeners	
Key Actions	**Resources/Examples**
What steps are needed to set up the screeners?	School Test Coordinators (STCs) should prepare teachers to administer a Kindergarten Entry Assessment (KEA) and a K-3 Literacy Screener within the first 30 school days to identify student needs to drive instruction. Please refer to the [KEA and K-3 Literacy Screener Guidance for Various Learning Environments](#) for information about these assessments and their use in traditional (face-to-face) learning, virtual learning, and hybrid (combination of traditional and virtual) learning environments. Teachers should be trained in the assessment tool before administering. Resources: ● (New) [Sample DIBELS Calendars](#) ● (New) [Sample KEA and K-3 Assessment Calendar](#) ● [Pre-K to 3rd Grade Assessment Guidance 2020–2021](#) ● [Kindergarten Entry Assessment (KEA) Guidance](#) ● [K-3 Literacy Screener Guidance](#) ● [DRDP-K Overview](#) ● [GOLD Guidance](#)

	What steps and best practices are needed to administer and score these screeners?	Teachers should refer to the resources below for instructions on administering and scoring the KEA and K-3 Literacy Screener in traditional (face-to-face) learning, virtual learning, and hybrid (combination of traditional and virtual) learning environments. Resources: ● [KEA and K-3 Literacy Screener Guidance for Various Learning Environments](#) ● [Pre-K to 3rd Grade Assessment Guidance 2020–2021](#) ● [Kindergarten Entry Assessment (KEA) Guidance](#) ● [K-3 Literacy Screener Guidance](#) ● [DRDP-K Overview](#) ● [GOLD Guidance](#)

	How are screener results, along with other tools, used to address learning gaps for students?	To support K-3 students in instruction, teachers must continue to use high-quality curricula, provide additional support, and monitor student progress according to the resources below.
		
		For the students with the most significant learning gaps, schools may use the Individual Academic Improvement Plan [(IAIP) template](#) (traditionally used for upper grades) to create a plan for student success.
		● [IAIP Parent/ Guardian Agreement Forms](#) (in various languages)
		● (New) [Sample IAIP - 1st Grade ELA](#)
		
		Resources:
		● [Addressing Learning Gaps Guidance](#)
		● [Pre-K to 3rd Grade Assessment Guidance 2020–2021](#)
		● Kindergarten Entry Assessment (KEA) reports:
		   ○ *Teaching Strategies GOLD®:* GOLD® offers various [types of reports](#) within the license.
		   ○ *DRDP-K:* [Rating Record Report](#): A copy of the student's completed report should be shared with families.
		● K-3 Literacy Screener reports:
		   ○ *Acadience Reading (formerly DIBELS Next)*
		     ■ [Class List Report](#): This report provides scores, percentiles and Needs for Support or Instructional Recommendations for each student in a class at a given time of year.
		     ■ [Student Progress Report](#): This is an abstract for the *DIBELS Student Progress* report, which summarizes results for each student on the Beginning, Middle, and End benchmark assessments and each progress-monitoring assessment that is given.
		     ■ [Acadience Reading (DIBELS Next) Parent Report](#): This report is designed to communicate with parents. It provides all benchmark assessment scores for all measures across a single school year.

		○ *DIBELS 8th*
		     ■ Class List Report: This report provides scores, percentiles and Needs for Support or Instructional Recommendations for each student in a class at a given time of year.
		     ■ DIBELS Parent Report: This report is designed to communicate with parents. It provides all benchmark assessment scores for all measures across a single school year.
		     ■ Zone of Growth Report: This class level report displays Zones of Growth percentiles and student learning goals along with beginning and end-of-year benchmark results.
		 ○ STEEP and STEP: Please contact the vendor directly for reporting support.

	What do families need to know?	School leaders and teachers should discuss the results of the KEA and the K-3 Literacy Screeners with parents and students. The discussion should include: ● General information about their student's performance on the diagnostic assessment/screener ● Information about the support available to students ● How parents might support their students throughout the school year Resources: ● 2020-2021 Parent Back-to-School Guide (PK-2)

Grades 3-HS LEAP 360 Diagnostic Assessments	
Key Actions	**Resources/Examples**
What steps are needed to set up the diagnostic assessments?	As in the past, School Test Coordinators will continue to manage the setup of test sessions and creation of test tickets. As a best practice, LEAP 360 Diagnostic Assessments should be administered within the first 30 days of school. Resources: ● LEAP 360 Diagnostic Assessment Quick Start Guide ● Remote Access and Administration ● (New) Sample Parent Letter: Remote Diagnostic Testing ● (New) Sample LEAP 360 Diagnostic Assessment Calendars - Elementary School ● (New) Sample LEAP 360 Diagnostic Assessment Calendars - Middle/High School

	What steps and best practices should be followed to administer and score diagnostic assessments?	ELA teachers should refer to page 1 of Using LEAP 360 Diagnostic Assessments for best practices before, during, and after administering the LEAP 360 Diagnostic Assessments. The breakdown of the assessments, including grade-level text descriptions and complexity information, can be found in Appendix A (starting on page 5). Scoring information for the diagnostics can be found in the Diagnostic Teacher Study Guides.

Math teachers should refer to page 3 of Using LEAP 360 Diagnostic Assessments for best practices before, during, and after administering the LEAP 360 Diagnostic Assessments. The breakdown of the assessments, including standards and grade-level readiness descriptions, can be found in Appendix B (starting on page 20). The LEAP 360 Diagnostic Calculator Policy and grade-level Reference Sheets can be found at the end of A Teacher's Guide to LEAP 360. Scoring information for the diagnostics can be found in the Diagnostic Teacher Study Guides.
It's important to remember that LEAP 360 Diagnostics are not meant to be scored in the traditional sense. Instead, analysis of student responses should consider:
● Students' readiness for engaging with grade-level content
● Patterns in student data that can be used to inform instruction
● The impact the data has on student learning goals for the year
For more information about analyzing the student reports, teachers should consult pages 2 and 3 of Using LEAP 360 Diagnostic Assessments.

LEAP 360 offers four types of reports for analyzing diagnostic data at various levels.
● Student Response Maps (page 9) should be used by teachers to dig deeper for specific students or groups of students who may need targeted instructional support. Complete maps become available 24 hours after educator scoring.
● Test Session Response Maps (page 7) should be used by teachers to make instructional decisions based on identifying patterns of strengths and weaknesses. Complete maps become available 24 hours after educator scoring.
● Individual Summary Reports (page 8) should be used by teachers and families to understand an individual student's overall performance. Complete reports become available 24 hours after educator scoring.
● Test Session Summary Reports (page 6) provide a quick overview of student performance in a test session as compared to school systems and the state. Because this report relies on the volume of test-takers across the state, it becomes available to system and school leaders at the beginning of September.

Resources:
● Using LEAP 360 Diagnostic Assessments
● A Teacher's Guide to LEAP 360
● Diagnostic Assessment Quick Start Guide
● LEAP 360 Diagnostic Assessment Teacher Access link
● Diagnostic Teacher Study Guides (available in the DRC INSIGHT Portal) |

| | How are diagnostic assessment results, along with other tools, used to address learning gaps for students? | Diagnostic assessments are only one measure of student performance and should be used in conjunction with other teacher measures and observations that will happen regularly during instruction. Sweeping assumptions about student performance should not be based on any one measure. For instance, this one measure should not be used to place students into reading/math groups. Instead diagnostic information should inform instruction and planning at the unit and lesson levels.

Information gleaned from the diagnostic assessments, along with other measures, should be used to prepare students to engage in grade-level work using high-quality curricular resources. This information can also be used to determine intervention strategies while preparing to teach on-grade-level standards. Additional resources linked below, can be helpful in identifying and addressing gaps in learning, as well as in planning for instruction.

Resources:
● Addressing Learning Gaps Guidance
● LEAP 360 and Instructional Planning
● Using LEAP 360 in the ELA Classroom (page 10)
● Using LEAP 360 in the Mathematics Classroom (page 11)
● (New) ELA/Math Resources for Instructional Planning
● Instructional Scaffolding Strategies

For the students with the most significant learning gaps, schools might consider an Individual Academic Improvement Plan (IAIP):
● Student Promotion and Planning Supports Guidance
● IAIP Template
● IAIP Parent/Guardian Agreement Forms (in various languages)
● (New) Sample IAIP - 7th Grade

To address whole-class trends in diagnostic data, school leaders and teachers should use the Best Practices listed in the Common Planning Tool to prepare for units.

To address individual gaps in student learning, school leaders and teachers should use the Best Practices listed in the Common Planning Tool to prepare for individual lessons. |

	What do families need to know?	School leaders and teachers should discuss the results of the diagnostic tests with parents and students. The discussion should include: ● General information about their student's performance on the diagnostic test ● Information about the support available to students ● How parents might support their students throughout the school year Resources: ● 2020-2021 Parent Back-to-School Guide (Grades 3-12) - English ● Back to School Guide for Parents of Students with Disabilities ● Back-to-School Guide for Parents of English Language Learners ● Parent Guide to LEAP 360 ● Family Support Toolbox Library - Back-to-school guides for parents available in multiple languages available on this landing page under subheader, Back-to-School Parent Guides. ● Using LEAP 360 Diagnostic Assessments (pages 2-4)