



Kingdom East School District

[Burke](#) [Concord](#) [Lunenburg](#) [Lyndon](#) [Miller's Run](#) [Newark](#) [Sutton](#)

KESD Assessment Map 2025-2026

****This is a LIVE document updated regularly****

The Kingdom East School District believes choosing quality assessment methods is at the heart of curriculum planning, and when done authentically, will lead to meaningful student learning. Assessment is a key piece in knowing where students are at in their academic learning and social-emotional development. It informs the next instructional move to support student growth. Assessment data also supports measuring school & district goals and initiatives to determine the needs for future instructional programming.

Quick Links			
Types of Assessments & Purpose	Required KESD Common Assessments	Diagnostic Assessment Toolbox	Progress Monitoring Toolbox
Data Protocols & Resources	Academic Example Scenarios		

Grade Band Specific Assessment Maps for Required Universal Screeners and Summative Assessments		
PreK	Kindergarten-Grade 2	Grade 3-8

Types of Assessments & Purpose

Universal Screeners

Screeners are given to all K-8 students to identify areas of strength and flag possible areas for growth. This data is analyzed at the district level and within a school (by grade, classroom, and for each individual student).

- [KESD Academic Universal Screeners](#): iReady Reading & Mathematics Diagnostic (K-8), iReady Literacy Tasks (K-3)
- [KESD SEL Universal Screeners](#): SSIS (K-8), NCP Youth Survey (6-8)



Diagnostic Assessment

Diagnostic assessments are used to identify specific skill areas where students need additional layers of support (if needed) after the universal screener or as areas of concern arise. In cases where a student is identified as needing additional support in multiple areas, a team will need to determine what should be the priority instead of trying to provide intervention in all areas simultaneously. This data is analyzed at the school level within leadership teams, grade-level/band PLCs, EST teams, and by individual teachers.

- [KESD Diagnostic Assessment Toolbox](#) (click link)



Progress Monitoring

Progress monitoring assessments are used with all students to monitor students' proficiency and growth toward specific learning targets as referenced in the [KESD Curriculum](#) and those skills identified through universal screeners and diagnostic assessments. These ongoing [formative-reflective assessments](#) are used to provide feedback to learners and teachers to determine the next instructional steps. This data is analyzed at the school level within grade-level/band PLCs, EST teams, and by individual teachers.

- [KESD Progress Monitoring Toolbox](#) (click link)



Summative Assessments

Summative assessments are used to determine a student's degree of proficiency in relation to specific standards. Summative assessments include culminating projects, unit tests, and state/national standardized tests. State summative tests are analyzed at the school and district levels.

- [Required Summative Assessments](#): VTCAP ELA and Math (3-8); VTCAP Science (5, 8); NAEP, if school selected (4, 8); WIDA Access, for Multilingual and ELL Students (K-8)

KESD Common Assessments Required in the Following Areas:										
Grades	PreK	K	1	2	3	4	5	6	7	8
TS Gold - Fall: TBD - Spring: TBD	x									
SEL										
SSIS - Fall: 10/6/25-10/17/25 - Spring: 3/23/26-4/3/26		x	x	x	x	x	x	x	x	x
NPC Youth Survey - Fall: TBD - Spring: TBD								x	x	x
Reading										
iReady Reading (FAQ) * Only required for Kindergarten in Winter & Spring - Fall: 9/2/25-9/26/25 - Winter: 1/5/26-1/30/26 - Spring: 5/4/26-5/29/26		x *	x	x	x	x	x	x	x	x
iReady Literacy Tasks (See Grade Band Chart for Specific Tasks) - Fall: 9/2/25-9/26/25 (Optional) - Winter: 1/5/26-1/30/26 - Spring: 5/4/26-5/29/26 * Only required for K-3 in Winter & Fall		x *	x	x	x					
VTCAP/MSAA: March 9 - April 24,2026 (Make up April 27 - May 1, 2026)					x	x	x	x	x	x
Curriculum-Based Assessments: Formative Assessments, Summative Assessments, Culminating Projects		x	x	x	x	x	x	x	x	x
Mathematics										
iReady Mathematics (FAQ) * Only required for Kindergarten in Winter & Fall - Fall: 9/2/25-9/26/25 - Winter: 1/5/26-1/30/26 - Spring: 5/4/26-5/29/26		x *	x	x	x	x	x	x	x	x
VTCAP/MSAA: March 9 - April 24,2026 (Make up April 27 - May 1, 2026)					x	x	x	x	x	x
Curriculum-Based Assessments: Formative Assessments, Summative Assessments, Culminating Projects		x	x	x	x	x	x	x	x	x
Science										
VTCAP/MSAA: March 9 - April 24,2026 (Make up April 27 - May 1, 2026)							x			x
Curriculum-Based Assessments: Formative Assessments, Summative Assessments, Culminating Projects		x	x	x	x	x	x	x	x	x
Social Studies										
Curriculum-Based Assessments: Formative Assessments, Summative Assessments, Culminating Projects		x	x	x	x	x	x	x	x	x
Physical Education/Art/Music/Library/Technology/Guidance/Health										
Curriculum-Based Assessments: Formative Assessments, Summative Assessments, Culminating Projects		x	x	x	x	x	x	x	x	x
Additional Measures for Some Students/Grades (see notes below)										
WIDA-ACCESS and Alternate ACCESS (Multilingual/ English Language Learners ONLY): January 5 - March 13, 2026		x	x	x	x	x	x	x	x	x
NAEP (Burke, Concord, Lunenburg, Lyndon, Miller’s Run, Newark): January 26 to March 20, 2026 (See below for specific dates for identified schools)						x				x

Grade Band Specific Assessment Maps for Required Universal Screeners and Summative Assessments

Pre- Kindergarten																																										
*Dark Grey bars represent vacation weeks for students	Sept					Oct				Nov				Dec					Jan				Feb				Mar					April				May				June		
	1	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	2	9	16	23	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15
Required Universal Screeners and Summative Assessments																																										
TS Gold					Fall Window: 11/17 - 12/3 Dec.5 - share with parents at conference																						Spring Window: May 26 - June 5															
After Universal Screening, diagnostic assessment(s) may need to be administered to identify specific skill areas where students need additional layers of support or extension. Progress monitoring and summative assessments should be used for all students to monitor growth towards grade-level learning targets and towards individual goals.																																										
Additional Assessments Available to Support Progress Monitoring in Math and Literacy:																																										
• Pre-K Heggerty Assessments • PreK Math High Leverage Assessment • Bridges Assessments, Interviews, and Observations (see program resource)																																										

Kindergarten, Grade 1, Grade 2																																														
*Dark Grey bars represent vacation weeks for students	Sept					Oct				Nov				Dec					Jan				Feb				Mar					April				May				June						
	1	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	2	9	16	23	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15				
Required Universal Screeners and Summative Assessments																																														
SSIS (Grades K-2)						Oct.6 - Oct.17																								March 23 - April 3																
iReady Reading & Mathematics (FAQ) (Grades K-3)	Sep. 2-26 *not required for Grade K in the Fall*																		Jan. 5-30																		May 4-29									
iReady Literacy Tasks (Kindergarten) *Results are required be entered into iReady*	Sep. 2-26 *Optional in Fall* Letter Naming Fluency - Mixed: Benchmark Form 1																		Jan. 5-30 Letter Naming Fluency - Mixed: Benchmark Form 2																				May 4-29 Letter Naming Fluency - Mixed: Benchmark Form 3							
iReady Literacy Tasks (Grade 1) *Results are required be entered into iReady*	Sep. 2-26 *Optional in Fall* Word Recognition Fluency: Grade 1 Benchmark Form 1																		Jan. 5-30 Passage Reading Fluency: Grade 1 Benchmark 2																				May 4-29 Passage Reading Fluency: Grade 1 Benchmark 3							
iReady Literacy Tasks (Grade 2) *Results are required be entered into iReady*	Sep. 2-26 *Optional in Fall* Passage Reading Fluency: Grade 2 Benchmark 1																		Jan. 5-30 Passage Reading Fluency: Grade 2 Benchmark 2																				May 4-29 Passage Reading Fluency: Grade 2 Benchmark 3							
WIDA-ACCESS and Alternate ACCESS (Multilingual/English Language Learners ONLY) **Administered by ELL Instructor**																			January 5 - March 13, 2026																											
After Universal Screening, diagnostic assessment(s) may need to be administered to identify specific skill areas where students need additional layers of support or extension. Progress monitoring and summative assessments should be used for all students to monitor growth towards grade-level learning targets and towards individual goals.																																														
Diagnostic Assessment Toolbox Progress Monitoring Toolbox																																														
**Note: Act 139, Vermont’s Literacy Legislation, requires:																																														
- Additional diagnostics to be administered to K-3 for students who are identified as below benchmark on the iReady Diagnostic and/or not meeting the benchmark expectation on the grade-level required iReady Literacy Task. - Educators provided differentiated, skill-based small-group instruction. - Regularly progress monitor and communicate the student’s progress to families. This template can be used to support classrooms/schools with this data and progress monitoring.																																														

Grades 3-8																																																
*Dark Grey bars represent vacation weeks for students	Sept					Oct				Nov				Dec				Jan				Feb				Mar					April				May				June									
	1	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	2	9	16	23	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15						
Required Universal Screeners and Summative Assessments																																																
SSIS (Grades 3-8)						Oct.6 - Oct.17																									March 23 - April 3																	
NPC Youth Survey (Grades 6-8) TBD																																																
iReady Reading & Mathematics (FAQ) (Grades 3-8)	Sep. 2-26																		Jan. 5-30																								May 4-29					
iReady Literacy Tasks (Grade 3) *Results are required be entered into iReady*	Sep. 2-26 *Optional in Fall* Passage Reading Fluency: Grade 3 Benchmark 1																		Jan. 5-30 Passage Reading Fluency: Grade 3 Benchmark 2																							May 4-29 Passage Reading Fluency: Grade 3 Benchmark 3						
VTCAP/MSAA Reading & Math (Grades 3-8)																											March 9 - April 24, 2026 (make up April 27 - May 1)																					
VTCAP/MSAA Science (Grades 5 & 8)																											March 9 - April 24, 2026 (make up April 27 - May 1)																					
WIDA-ACCESS and Alternate ACCESS (Multilingual/ English Language Learners ONLY) **Administered by ELL Instructor**																			January 5 - March 13, 2026																													
NAEP (Burke, Concord, Lunenburg, Lyndon, Miller’s Run, Newark Grades 4 & 8)																							January 26-March 20, 2026 Burke: Gr. 4 = Jan. 27; Gr. 8 = Jan. 28 Concord: Gr. 4 & Gr. 8 = March 10 Lunenburg: Gr. 4 = March 5 Lyndon: Gr. 4 = Feb. 16; Gr. 8 = Feb. 17 Miller’s Run: Gr. 4 & Gr. 8 = Feb. 10 Newark: Gr. 4 = Feb. 4																									
After Universal Screening, diagnostic assessment(s) may need to be administered to identify specific skill areas where students need additional layers of support or extension. Progress monitoring and summative assessments should be used for all students to monitor growth towards grade-level learning targets and towards individual goals. Diagnostic Assessment Toolbox Progress Monitoring Toolbox **Note: Act 139, Vermont’s Literacy Legislation, requires: - Additional diagnostics to be administered to K-3 for students who are identified as below benchmark on the iReady Diagnostic and/or not meeting the benchmark expectation on the grade-level required iReady Literacy Task. - Educators provided differentiated, skill-based small-group instruction. - Regularly progress monitor and communicate the student’s progress to families. This template can be used to support classrooms/schools with this data and progress monitoring.																																																

Diagnostic Assessment Toolbox

For any K-8 student who is flagged as below expectations, additional assessment information is necessary to determine next steps for instruction. This doesn't necessarily require additional assessments. In some cases, a team might review formative, summative, or diagnostic classroom measures that have already been administered to determine the next steps. In cases where a student is flagged as needing additional support in multiple areas, a team will need to determine what should be the priority instead of trying to provide intervention in all areas simultaneously.

Quicklinks	
Literacy Diagnostics	Math Diagnostics

Literacy Diagnostics								
Assessments	Domains Assessed							
	Pre-Reading	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Comprehension	Fluency	Writing
Concepts About Print	☒	☐	☐	☐	☐	☐	☐	☐
Benchmark iReady Literacy Task: Rapid Automatized Naming	☒	☐	☐	☐	☒	☐	☒	☐
Phonological Awareness Heggerty Grade-level assessment or Heggerty Bridge the Gap Benchmark iReady Literacy Tasks: Phonological Awareness	☒	☒	☐	☐	☐	☐	☐	☐
Phonics: CORE Phonics Survey Informal Decoding Inventory (IDI) from Bookworms	☐	☐	☒	☐	☐	☐	☐	☐
Benchmark iReady Literacy Tasks: Letter Naming & Sound Fluency	☐	☐	☒	☐	☐	☐	☒	☐
Benchmark iReady Literacy Task: Word Recognition Fluency	☐	☐	☒	☒	☐	☐	☒	☐
Benchmark iReady Literacy Tasks: Pseudoword Decoding	☐	☐	☒	☐	☐	☐	☒	☐
Benchmark iReady Literacy Tasks: Passage Reading Fluency	☐	☐	☐	☐	☐	☒	☒	☐
DIBELS 8 Resources	☐	☐	☒	☐	☐	☐	☒	☐
Spelling/Encoding: Benchmark iReady Literacy Tasks: Spelling & Encoding Developmental Spelling Analysis (DSA)	☐	☐	☒Encoding	☐	☐	☐	☐	☐
Writing The Writing Revolution Diagnostic Activities Writing On-Demand Prompts	☐	☐	☐	☐	☐	☐	☐	☒

Math Diagnostics

Assessments	Domains Assessed			
	Numbers & Operations	Algebra & Algebraic Thinking	Measurement & Data	Geometry
Bridges Intervention Placement Assessment Bridges Intervention Volumes 1–7 deal exclusively with whole numbers, featuring work with counting, numeration, computation, and problem solving at levels associated with kindergarten through fifth grade.	☒	☒	☒	☐
High Leverage Assessment (HLAs)	☒	☒	☐	☐
PNOA (Grades K-2) Note: Administered by trained personnel	☒	☒	☐	☐
ENOA (Grade 3+) Note: Administered by trained personnel	☒	☒	☐	☐
OGAP Items (Additive, Fractional, Multiplicative Reasoning and Proportionality) OGAP Frameworks Note: Items are only available to trained personnel; Administered by trained personnel	☒	☒	☐	☐
Achieve the Core Mathematics Assessments	☒	☒	☒	☐
Project Lead K-6 Number Sense	☒	☐	☐	☐

Progress Monitoring Toolbox

Progress monitoring assessments are used with all students to monitor students’ proficiency and growth toward specific learning goals from the [KESD Curriculum: Learning Targets and Scope & Sequence](#), and skills identified through universal screeners and diagnostic assessments. **These ongoing formative-reflective assessments are used to provide feedback to learners and teachers to determine the next instructional steps.**

Both [qualitative \(numerical\) data and quantitative \(descriptive or observational\) data](#) are important to monitoring students’ growth and determining next steps for instruction.

For additional information about qualitative and quantitative data and examples, check out this document: [Examples of Qualitative and Quantitative Data and Evidence](#).

Quicklinks			
Literacy Progress Monitoring	Math Progress Monitoring	Science Progress Monitoring	SEL Progress Monitoring

Literacy Progress Monitoring								
Assessments	Domains Assessed							
	Pre-Reading	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Comprehension	Fluency	Writing
VTCAP ELA Formative Assessments (Grade 3-8)	☐	☐	☐	☐	☐	☒	☐	☒
iReady Literacy Tasks - Progress Monitoring Assessments: Letter Sound Fluency - Mixed case Passage Reading Fluency Phonological Awareness - Phoneme Segmentation Fluency Pseudoword Decoding - Fluency Word Recognition Fluency	☒	☐	☒	☒	☐	☐	☒	☐
DIBELS 8 Resources	☐	☐	☐	☐	☐	☐	☒	☐
UFLI: - Weekly Progress Monitoring Assessments Grade 1 Fluency Checks Grade 2 Fluency Checks	☒	☒	☒	☒	☐	☐	☒	☐
Phonological Awareness: Heggerty Phonological Awareness Progress Monitoring Assessments PASS PAST	☐	☒	☐	☐	☐	☐	☐	☐
Running Records: “In the book” Teachers College Running Records	☐	☐	☐	☐	☐	☒	☐	☒
Achieve the Core ELA Assessments	☐	☐	☐	☐	☐	☒	☐	☒
CommonLit Text Library Assessments	☐	☐	☐	☐	☒	☒	☐	☐
Program-Based Measures (Bookworms K-5)	☐	☐	☐	☐	☒	☒	☐	☒
Entrance/Exit Tickets	Domain varies based on skill area being assessed.							
Classroom Anecdotal Notes	Domain varies based on skill area being assessed.							

Math Progress Monitoring				
Assessments	Domains Assessed			
	Numbers & Operations	Algebra & Algebraic Thinking	Measurement & Data	Geometry
VTCAP Math Formative Assessments (Grade 3-8)	☒	☒	☒	☒
OGAP Items (OGAP Frameworks) Note: Administered by trained personnel	☒	☒	☐	☐
Bridges Intervention Progress Monitoring Assessment	☒	☒	☒	☐
Number Corner Assessments (Grade K-5): <i>There are five assessments per grade level —a Baseline and four Quarterly Checkups— designed to track and monitor students' progress with respect to the Common Core State Standards throughout the year.</i>	☒	☒	☒	☒
Program-Based Measures (Bridges, Open Up Resources, Illustrative Math, Eureka): Unit Screeners, Pre/Post Assessments, Check-Points	☒	☒	☒	☒
Sections of PNOA Note: Administered by trained personnel	☒	☒	☐	☐
Entrance/Exit Tickets	Domain varies based on skill area being assessed.			
Classroom Anecdotal Notes	Domain varies based on skill area being assessed.			

Science Progress Monitoring				
Assessments	Areas Assessed			
	Physical Science	Earth and Space Science	Life Science	Engineering and Technology
VTCAP Science Formative Assessments (Grades 3-8)	☒	☒	☒	☐
NSTA Formative Assessment Probes	☒	☒	☒	☐
Program-Based Measures (Picture Perfect, Mystery Science, Generation Genius)	☒	☒	☒	☒
Entrance/Exit Tickets	Domain varies based on skill area being assessed.			
Classroom Anecdotal Notes	Domain varies based on skill area being assessed.			

SEL Progress Monitoring			
Assessments	Areas Assessed		
	Social Emotional Learning	Emotional Behavioral Concern	Executive Functioning
SEL: I Can Statements (K-12)	☒	☐	☐
Social Awareness Skills Inventory	☒	☒	☐
Relationship Skills Inventory	☒	☐	☐
Self-Awareness Skills Inventory	☒	☐	☐
ABC Data Collection	☒	☒	☐
Life-Skills Advocate Executive Functioning Assessment	☐	☐	☒
BEST Self-Direction Rubric	☒	☐	☐
Self Help Checklist	☐	☐	☒
Adaptive Behavior Functional Checklist	☐	☐	☒
Social Skills Checklist-Prek/K/Elementary	☒	☒	☐
Social Skills Inventory Form	☒	☒	☐
Entrance/Exit Tickets	Domain varies based on skill area being assessed.		
Classroom Anecdotal Notes	Domain varies based on skill area being assessed.		

Data Protocols & Resources

Tips for Data Analysis

- Keep your discussions grounded in data, stay objective.
- Collaborate with colleagues to help meet the needs of your students. Consider analyzing data collectively within your PLC.
- Refer to the KESD Assessment Map and [KESD Curriculum](#) to support decision-making about next steps for assessment and instruction.
- When analyzing the data and setting goals, consider both the student’s overall performance and include more granular goals (e.g., performance in specific domains/skill areas)
- Capture specific action steps and determine when to check in on progress.

For additional guidance to support collaboration when looking at student work and data, refer to this resource from the Center for Leadership & Educational Equity: [About Learning from Student Work](#)

Protocol (This is not an exhaustive list)	Data Set to Consider Using this Protocol With	When/How
KESD iReady Data Chat Support iReady Teacher and Leader Data Chat Pack • Page 2 & 7 offer data chat protocols and tips for analyzing class and school-level data after the first diagnostic of the school year. • Page 4 & 9 offer data chat protocols and tips for analyzing class and school-level data after the second diagnostic of the school year. • Page 5 & 10 offer data chat protocols and tips for analyzing class and school-level data after the first diagnostic of the school year. • Pages 3 & 8 offer data chat protocols for analyzing personalized instruction data (myPath)	iReady Reading and Math	After each diagnostic window during PLCs, Staff Meetings, and in Leadership Teams
ATLAS Protocol Abbreviated ATLAS Protocol (30 min.)	Any data set	During PLCs, Staff Meetings, and in Leadership Teams
Data Mining Protocol	Helpful when analyzing qualitative data sets	During PLCs, Staff Meetings, and in Leadership Teams
Tuning Protocol Abbreviated Tuning Protocol (30 min.)	Any data set/work samples, particularly helpful when looking at student exhibitions or long-term projects, along with assessments that you want to fine-tune to support a higher quality of student performance	During PLCs
Looking for Patterns in Student Work	Formative Student Work Samples from the Classroom	During PLCs
OGAP Student Work Protocol	Formative Student Work Samples from the Classroom	During PLCs

Academic Example Scenario

Use the scenarios below to learn more about effective assessment practices and expectations within KESD.

- [Literacy Scenario](#)
- [Math Scenario](#)

iReady Literacy Results & Next Steps
(Diagnostic Screening and Progress Monitoring)

Jack is a 3rd-grade student who recently completed his iReady Literacy Assessments.

Jack was flagged as performing overall at a Grade 1 performance level in Literacy on the iReady Assessment:

Overall Placement	
Placement & Scale Score	Grade 1 (424) Standard Error +/- 10

The literacy domain results show Jack is performing on or above grade-level expectations in phonological awareness and high-frequency words. However, he was below grade-level expectations in phonics, vocabulary, comprehension: literature, and comprehension: informational text.

Placement by Domain		
Phonological Awareness*	Tested Out	Key Mid or Above Grade Level Early On Grade Level One Grade Level Below Two Grade Levels Below Three or More Grade Levels Below

Jack’s teacher, Mrs. Smith then administered the Core Phonics Survey and reviewed the results along with the comprehension component of Jack’s iReady Passage Reading Fluency Assessment and recent Bookworms Shared Reading Responses.

The team used the diagnostic and formative assessments to identify the specific skills Jack needs targeted support with in addition to universal core instruction. The team determined that Jack needs targeted instruction with the following skills: distinguishing long vowels from short vowels in spoken single-syllable words, retelling stories including key details, and using various text features to locate key facts and information efficiently.

Mrs. Smith plans to reteach the identified reading comprehension skills (retelling and using text features) through differentiated small-group reading instruction (i.e. WIN Block, DI block, small-groups during reader’s workshop).

Mrs. Smith will use UFLI for phonics instruction this year to support her third graders. She has identified eleven additional students who would benefit from the reteaching of short versus long vowels. She plans to reteach short and long vowels to all students as part of universal instruction as more than half the class needs this skill.

Mrs. Smith will administer bi-weekly in-text running records & comprehension checks along with weekly UFLI Progress monitoring assessments to monitor Jack’s growth in these skill areas over the next eight weeks, making adjustments to instruction as needed.

iReady Math Results & Next Steps
(Diagnostic Screening and Progress Monitoring)

Jack is a 3rd-grade student who recently completed his iReady Math Assessment.

Jack was flagged as performing overall at a Grade 1 performance level in Math on the iReady Assessment:

Overall Placement	
Placement & Scale Score ↑	● Grade 1 (407) Standard Error +/- 6

The math domain results show Jack is performing on or above grade-level expectations in geometry. However, he was below grade-level expectations in numbers and operations, algebra and algebraic thinking, and measurement and data.

Placement by Domain	
Number and Operations ↑	● Grade K
Algebra and Algebraic Thinking	● Grade 1
Measurement and Data	● Grade 1
Geometry	● Mid 2

Jack’s teacher, Mrs. Smith, then administered the Grade 1 HLA assessment to diagnose the specific skills Jack needs targeted support with in addition to universal core instruction. Mrs. Smith brought Jack’s HLA assessment to her next PLC team meeting. The PLC team used the Additive Reasoning OGAP Framework to analyze Jack’s HLA to identify strategies he is currently using, any underlying issues, and to determine the next instructional steps. The diagnostic assessment and analysis show that Jack needs targeted instruction with the following skills: unitizing 10s and 1s and combinations within 20.

During the math workshop, Mrs. Smith plans to reteach the identified math skills/strategies through differentiated small-group instruction.

Mrs. Smith will administer weekly OGAP Items and exit tickets to progress monitor Jack’s growth in these skill areas over the next eight weeks, making adjustments to instruction as needed.