



The US Department of Education, State of Wisconsin, and the Butternut School District each require a variety of assessments for a variety of purposes. Below is a list of the assessments, their subject matter, purpose, mandate, and if possible, time spent to schedule and take the assessment, and distribute results. Please direct any questions you have on these or other assessments to our District Assessment Coordinator: Benjamin Heninger.

Assessment	Subject matter and grade levels assessed	Purpose and use of the assessment	Law or policy requiring the assessment	Time students will spend taking the assessment	Schedule for the assessment	Schedule and format for sharing results
Wisconsin Forward Exam	- Grades 3-8 in English language arts (ELA) and mathematics - Grades 4 and 8 in science, - Grades 4, 8, and 10 in social studies	The Forward Exam gauges how well students are doing in relation to the Wisconsin Academic Standards and how well districts and the state are supporting students to meet those standards.	Every Student Succeeds Act (ESSA) and Wisconsin State Statute 118.30	The Forward Exam is untimed. https://dpi.wi.gov/assessment/forward/resources#timing	The Forward Exam is administered annually in the spring. See: https://dpi.wi.gov/assessment/forward/calendar	Students receive individual reports. https://dpi.wi.gov/assessment/forward/data#availability
Dynamic Learning Maps (DLM)	- Grades 3-11 in ELA and mathematics - Grades 4, 8-11 in science - Grades 4, 8, and 10 in social studies	DLM assesses the academic progress of students with significant cognitive disabilities. It is administered online.	Every Student Succeeds Act (ESSA) and Wisconsin State Statute 118.30	DLM test is untimed.	DLM is administered annually in the spring. See: https://dpi.wi.gov/assessment/dlm/calendar	Students receive individual reports and learning profiles. https://dpi.wi.gov/assessment/dlm/data
PreACT Secure	Grades 9 and 10 for reading, English, mathematics, and science	PreACT Secure can be used to predict future ACT scores and possible areas of strength and challenges.	Wisconsin State Statute 118.30	PreACT Secure assessments take 2 hours, 50 minutes to complete, including breaks. https://dpi.wi.gov/assessment/PreACT/Resources#test-times	PreACT Secure is administered annually in the spring. See: https://dpi.wi.gov/assessment/PreACT/calendar	Students receive individual reports. https://dpi.wi.gov/assessment/PreACT/data
ACT with Writing	Grade 11 for reading, English, mathematics, science, and writing	ACT with Writing helps students understand what they need to learn next to build rigorous high school course plans and identify career areas that align with their interests. It can be used for college enrollment, scholarships, and NCAA eligibility requirements.	Every Student Succeeds Act (ESSA) and Wisconsin State Statute 118.30	ACT with Writing takes 3 hours, 55 minutes to complete, including breaks. https://dpi.wi.gov/assessment/act/resources#ACT%20resources	ACT with Writing is administered annually in the spring. See: https://dpi.wi.gov/assessment/act/calendar	Student Score Reports are available online and mailed 5-8 weeks after the assessment. https://dpi.wi.gov/assessment/act/data
ACCESS	Grades K-12, English language proficiency for students identified as English learners (ELs)	ACCESS allows educators, ELs, and families to monitor EL's progress in acquiring academic English in the domains of speaking, listening, reading, and writing.	Every Student Succeeds Act (ESSA) and Wisconsin State Statute 115.96(1)	The ACCESS test is untimed, and students have the time needed to produce scorable content. ACCESS typically takes 1-4.5 hours to complete, depending on grade and test format.	ACCESS is administered annually in the winter. See: https://dpi.wi.gov/assessment/ell/calendar	Individual Score Reports are available electronically in the spring or summer and paper copies are mailed early the next school year. https://dpi.wi.gov/assessment/ell/data#timing

Assessment of Reading Readiness *Early Star	- Grades 4K-2 for reading readiness - and Early Numeracy	Districts must assess fundamental reading skills in order to inform and identify students with reading needs. Districts are required to provide interventions or remedial services to address the needs consistent with the state standards in reading and language arts. Domain and subdomain scores are examined for specific.	Wisconsin State Statute 118.016	Students typically spend 15-20 minutes to complete the STAR Early Literacy screener.	Reading Readiness assessments must be administered at least annually in the required grades. Pre K - 3 students test five times per year. STAR Tests - Yearly Plan	All diagnostic and growth reports are printed and shared with parents. Score definitions explained	
National Assessment of Educational Progress (NAEP)	Grades 4 and 8 for reading and mathematics (only if the school is selected to participate)	NAEP assessment results help produce the Nation’s Report Card. NAEP is a survey given each year to a sample of schools selected to participate. Districts that receive Title-I funds agree to have schools participate.	Every Student Succeeds Act (ESSA)	Students typically spend 1.5-2 hours to complete the NAEP, depending on grade and test format.	Each sample school has one test date, between the last week of January and the first week of March.	Results are reported at the state and national levels. https://nces.ed.gov/nationsreportcard/	
STAR Reading	1st and 2nd Grade (select students scoring 90 or above in all domains on Early STAR) and 3rd through 12th Grade students for Reading	STAR Reading assessments are adaptive tests that measure student proficiency in reading across CCSS and skill domains. Reports generated will identify mastery levels in each domain with diagnostic insights, measure growth over time, and support instructional plans and interventions for each student. Learning trends will be analyzed for student, class, and district improvement.	Formative assessments and progress-monitoring provides insights into learning trends for individual students prior to summative tests required by Wisconsin State Statute 118.30 and ESSA	Students typically spend 20-60 minutes completing these assessments. Tests are timed, but extra time is given in the computer settings for skill assessment measures to match Forward test expectations.	Students test five times per year. STAR Tests - Yearly Plan HS students consistently scoring in the Proficient or Advanced categories are given a pass on the progress-monitoring test windows with instructor endorsement.	All families receive screening results when tests are completed. Diagnostic and growth reports are shared in order to communicate a snapshot of each student’s learning. Printed copies are sent home for all elementary students, while digital copies are placed in MS and HS students’ Drive folders. All test results will begin being posted within Infinite Campus Assessment folders during the 23-24 school year.	
STAR Math	Kindergarten (Spring) through 12th Grade for Mathematics	STAR Math assessments are adaptive tests that measure student proficiency in mathematics across CCSS and skill domains. Reports generated will identify mastery levels in each domain with diagnostic insights, measure growth over time, and support instructional plans and interventions for each student. Learning trends will be analyzed for student, class, and district improvement.	Formative assessments and progress-monitoring provides insights into learning trends for individual students prior to summative tests required by Wisconsin State Statute 118.30 and ESSA	Students typically spend 20-60 minutes completing these assessments. Tests are timed, but extra time is given in the computer settings for skill assessment measures to match Forward test expectations.	Students test five times per year. STAR Tests - Yearly Plan HS students consistently scoring in the Proficient or Advanced categories are given a pass on the progress-monitoring test windows with instructor endorsement.	All families receive screening results when tests are completed. Diagnostic and growth reports are shared in order to communicate a snapshot of each student’s learning. Printed copies are sent home for all elementary students, while digital copies are placed in MS and HS students’ Drive folders. All test results will begin being posted within Infinite Campus Assessment folders during the 23-24 school year.	

Phonemic Awareness Screening	4YK through 2nd Grade will complete progress-monitoring screeners to assess their developing phonemic awareness in 10 domains.	Phonemic awareness screenings will produce measures of each student's developing PA mastery. Instructional methods in each classroom will be responsive to the student's areas of need. Proficiency measures continue through 2nd grade for all, and for identified students, support would continue with intervention lessons.	Formative assessments and progress-monitoring provides insights into learning trends for individual students prior to summative tests required by Wisconsin State Statute 118.30 and ESSA	Tests are completed with the teacher in a 1:1 setting as all responses are verbal. Students typically complete the screener in approximately 15 minutes.	Assessments are given at the beginning of the year, middle of the year, and at the end of the year.	
Fluency Monitoring	2nd - 5th grade student Fluency measures are taken on cold reads of grade level passages with timing and accuracy measures being calculated as WCPM and compared with Hasbrouck-Tindal norms. Hasbrouck-Tindal ORE	Fluency measures, paired with reflection on prosody, indicate a student's proficiency level in decoding word patterns. The calculations indicate the rate of accuracy which directs teacher instructional focus and practice in fluency skills as students work to improve their rates - which will support comprehension of passages.	Formative assessments and progress-monitoring provides insights into learning trends for individual students prior to summative tests required by Wisconsin State Statute 118.30 and ESSA	Each measure is timed for one minute.	Fluency checks will take place in classrooms at least monthly in 2nd and 3rd grades, and quarterly in 4th and 5th grades according to teacher planning.	Student tracking sheets for the year are kept by the teacher, but progress and concerns are shared with parents in regular communication notes.