



2019-2020 District Testing Schedule South Washington County Schools

FALL 2019

AUGUST	GRADE(S)	ASSESSMENT	PURPOSE
8/27-9/28	Grades 1-5	Benchmark Assessment System (BAS) and other literacy assessments	Screening Diagnostic Progress Monitoring (Fall)

SEPTEMBER	GRADE(S)	ASSESSMENT	PURPOSE
Scheduled by Early Childhood teachers (September)	Pre-K	Early Childhood Measures Early Childhood Indicators of Progress (ECIP) Desired Results Developmental Profile (DRDP)	Literacy, Math, Social/Emotional Measures Literacy, Math, Social Emotional Work Sampling
9/9-10/11	2-7	Measures of Academic Progress (MAP) Math and Reading	Student Growth (Fall – Fall) Career/College Readiness Screening School Improvement

OCTOBER	GRADE(S)	ASSESSMENT	PURPOSE
15th	10	Pre-ACT	Career/College Readiness
30th	10	PSAT	College Readiness National Merit Scholarships

NOVEMBER	GRADE(S)	ASSESSMENT	PURPOSE
11/4-11/29	2-3	Cognitive Abilities Test (CogAT)	Screeners to identify gifted learners Non-Verbal, Verbal, and Quantitative

WINTER 2020 Each school sets its own testing schedule for ACCESS or Alternate ACCESS for ELLs.

JANUARY	GRADE(S)	ASSESSMENT	PURPOSE
1/7-2/1	Kindergarten Grades 1-5	Benchmark Assessment System (BAS) and other literacy assessments	Screening Diagnostic Progress Monitoring (Winter) World's Best Workforce
1/27-3/20	English Learners K-12	ACCESS for ELLs 2.0 Listening, Reading, Speaking, Writing Alternate ACCESS for ELLs*	Federal accountability English proficiency *High needs ELs
Scheduled by Early Childhood teachers	Pre-K	Early Childhood Measures Early Childhood Indicators of Progress (ECIP) Desired Results Developmental Profile (DRDP)	Literacy, Math, Social/Emotional Literacy, Math, Social /Emotional Work Sampling



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FEBRUARY	GRADE(S)	ASSESSMENT	PURPOSE
3 rd -28th	4-7	Cognitive Abilities Test (CogAT)	Screeners to identify gifted learners

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS ([NAEP](#)) 2020 One school selected for 2020

MARCH 16- May 22	GRADE/ SCHOOLS	TEST/SUBJECT(S)	PURPOSE
Specific dates are selected with school principal	Grade 12 Park High School	Long-Term Trend Assessments Math or Reading	<ul style="list-style-type: none"> • Mandated by Congress • Schools and tests/subjects selected by Minnesota Department of Education • Nationally representative measures of student achievement • National results released as <i>The Nation's Report Card</i> • If school is selected for multiple subjects, students take only one test • Testing equipment/materials provided by NAEP

SPRING 2019 Each school sets its testing schedule for ACCESS, MCA and MTAS.

MARCH	GRADE(S)	ASSESSMENT	PURPOSE
3/2-5/1	3-8	Minnesota Comprehensive Assessment (MCA) Math and Reading	Federal and State Accountability School Improvement ATPPS World's Best Workforce
	10	Minnesota Comprehensive Assessment (MCA) Reading	
	11	Minnesota Comprehensive Assessment (MCA) Math	
3/2-5/1	3-8 and 10 Reading 3-8 and 11 Math 5, 8, and High School Biology	Minnesota Test of Academic Skills* (MTAS)	*High needs students
3/2-5/8	5, 8, and High School Biology	Minnesota Comprehensive Assessment (MCA) Science	Federal and State Accountability School Improvement



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APRIL	GRADE(S)	ASSESSMENT	PURPOSE
7th	11	ACT Plus Writing	Career/College Readiness World's Best Workforce School Improvement

MAY	GRADE(S)	ASSESSMENT	PURPOSE
Scheduled by Early Childhood teachers	Pre-K	Early Childhood Measures Early Childhood Indicators of Progress (ECIP) Desired Results Developmental Profile (DRDP)	Literacy, Math, Social/Emotional Measures Literacy, Math, Social/Emotional Work Sampling
5/11-6/3	Kindergarten Grades 1-5	Benchmark Assessment System (BAS) and other literacy assessments	Literacy Screening Diagnostic Progress Monitoring World's Best Workforce



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How long does each test take? The times listed below are estimates. Most of the assessments the state and district administers are untimed. PreACT, ACT Plus Writing, and PSAT are timed tests.

Schools schedule tests and post times/dates on their school websites. Some tests are scheduled over multiple testing sessions, sometimes over multiple days. Schools create classroom testing schedules and communicate dates/times with students and their parents/guardians.

Test	Estimated Times
ACCESS for ELLs (English Language Proficiency) Kdg	Individually administered—1 hour
ACCESS for ELLs (English Language Proficiency) Gr 1-12 Listening, Reading, Speaking, Writing	Listening/Reading/Speaking Online 30-40 minutes per subject Writing up to 65 minutes
Alternate ACCESS for ELLs*	* Individually administered modified tests
Benchmark Assessment System (BAS)	Varies by reading level and by individual student; 15 minutes at early and beginner levels up to 45 minutes for advanced levels
PreACT	3 hours
ACT Plus Writing (times per subject set by ACT)	4.5 hours
Cognitive Abilities Test (CogAT)	10 minutes per subtest (Gr 3-7); no time limits Gr 2
Desired Results Developmental Profile	Teachers observe students, document, and reflect throughout the school year
Early Childhood Indicators of Progress	
Measures of Academic Progress (MAP) Reading and Math	1 hour per subject
Minnesota Comprehensive Assessment (MCA) Reading	3-4 hours administered during classroom/course periods
Minnesota Comprehensive Assessment (MCA) Math	2-3 hours administered during classroom/course periods
Minnesota Comprehensive Assessment (MCA) Science	2-2.5 hours administered during classroom/course periods
Minnesota Test of Academic Skills* (MTAS) Reading, Math, Science	*Individually administered modified tests available for students with significant cognitive challenges who meet eligibility requirements as determined by their IEP team.
National Assessment of Educational Progress (NAEP)	2 hours