

Assessment	Population	Frequency (How often?)	Estimated student Time Required	Testing Windows	Results turnaround	Purpose	How Data are Used and Shared
State or Federal Assessments and Formative Tools							
PEEP (Pre-Kindergarten Entry and Exit Profile)	Pre-schoolers	2 per year (Entry/Exit)	20-30 min	Fall, Spring	After Testing Window closes	Measures entry and exit school skills essential for life long learning practices	<p>State/District: analyze effectiveness of programming and cost-benefit analysis of early learning initiatives; understand short and long-term impact of pre-K</p> <p>School: current levels of performance to plan instruction; identification of students who may need early intervention</p> <p>Parents/Students: current level of performance on pre-K skills</p>
KEEP (Kindergarten Entry and Exit Profile) and Alternate	Kindergartners	2 per year (Entry/Exit)	20-30 min	Fall, Spring	After Testing Window closes	Measure Kindergarten academic preparedness (Entry/Fall)	<p>State/District: Measure status of entry and exit for all Kindergarteners; evaluate effectiveness of all-day compared to half day Kindergarten</p>
						Measure Kindergarten academic preparedness (Exit/Spring)	<p>School: Performance Level Descriptors to guide 1st quarter CFAs; goal setting based on entry; evaluation of programming; teacher effectiveness reporting</p> <p>Parents/Students: current level of performance on Kindergarten skills</p>
Acadience (formerly DIBELS) and Alternate	K-6th Graders in Elementary (1-3 is required by USBE)	3 times per year (BOY, MOY, EOY)	15 min	Fall, Winter, Spring	Immediate	Universal screener reading assessment and progress monitoring tool	<p>State/District: Benchmark outcomes; Pathway of Progress (POP) used for teacher accountability</p> <p>School: Measure student progress through the year; determine student needs and interventions, monitor progress; school level trends, goal setting; MTSS data point</p> <p>Parents/Students: Individual reports generated</p>
Acadience Math	K-6th Graders in Elementary (1-3 is required by USBE)	3 times per year (BOY, MOY, EOY)	3-30 min	Fall, Winter, Spring	Immediate	Universal screener mathematics assessment and progress monitoring tool	<p>State/District: Benchmark outcomes; Pathway of Progress (POP)</p> <p>School: Measure student progress through the year related to mathematics skills, school level trends, goal setting, screener to identify students who may be at risk for math difficulties; goal setting; MTSS data point; monitor progress</p> <p>Parents/Students: provides individual progress information</p>
WIDA Screener Online	Any newly enrolled student (K-12) who indicates they speak any language other than English on the home language survey	Administered only once during a student's enrollment in Utah schools	2 Hours	Available all year long; must be administered within 30 days of enrollment within the first month of school, and within 10 days of enrollment thereafter	1 to 2 days	Screener: Students are eligible for EL services if they earn a score of 1-4 on Screener for grades 1-12, or a score of 1-28 on W-APT for Kindergarten students.	State/District: Determines initial qualification for EL services
(W-APT for Kindergarteners)							<p>School: determines whether students requires EL services</p> <p>Parents/Students: information regarding qualifying for services and English Language ability</p>
WIDA ACCESS and Alternate	K-12th Grade Students eligible for ELL services	Once per year	2 Hours (EL) 3 Hours (Sec)	Winter	Available in May	Assesses listening, speaking, reading, writing in English	<p>State/District: fulfills federal requirements of ESSA; one of the measures for school accountability using both students meeting a progress goal and attaining proficiency (Level 5); scores continue to be used to set progress targets; determines success of language development programs in schools and districts</p> <p>School: determines the EL services a student is receiving and targets needed areas</p> <p>Parents/Students: progress towards learning English</p>
RISE Benchmarks	3rd-8th Graders	Varies	20-30 min (Math, ELA, and Science)	Open throughout the entire school year	Immediate	Modules based on each Utah core standard in ELA, math, and science; experience on testing platform for teachers and students	<p>State/District: Not used by state or district, but provided as a formative assessment tool on RISE platform</p> <p>School: measurement of progress towards proficiency; informs classroom instruction</p>
RISE Interim	3rd-8th Graders	Varies	45-60 min per subject (Math and ELA); adaptive	Optional Fall and Spring Window (closes beginning of March)	Immediate	A short version of a full end of year RISE assessment designed to provide teachers and schools with information on student progress towards demonstrating proficiency on grade level standards; experience on testing platform for teachers and students	<p>State/District: Not used by state or district, but provided as a formative assessment tool on RISE platform</p> <p>School: measurement of progress towards proficiency; informs classroom</p>

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Utah Compose	3rd-12th Graders	Varies	Varies	Open throughout the entire school year	Immediate	Web-based writing program to help students improve writing	<p><u>State/District:</u> Not used by state or district, but provided as a formative assessment tool</p> <p><u>School:</u> track progress on writing; provides prompts, materials and scoring</p> <p><u>Parents/Students:</u> student can see immediate feedback and monitor individual growth</p>
HS Core Benchmarks	9th-12th Graders	Varies	20-40 minutes (ELA and Math and Selected Science)	Open throughout the entire school year	Immediate	Testlets - between 8 and 15 items - designed to give teachers and students opportunities to identify strengths and weaknesses with specific knowledge, skills, and abilities outlined in the Utah Core Standards	<p><u>State/District:</u> Not used by state or district, but provided as a formative assessment tool on Pearson platform</p> <p><u>School:</u> measurement of progress towards proficiency; informs classroom instruction</p>
RISE	3rd-8th Graders	1 per core subject at end of year	90-135 min	Spring	Immediate	End-of-year summative assessments of academic achievement in elementary and middle school	<p><u>State/District:</u> one measurement in USBE school accountability; SGP and MGP are calculated for teacher accountability; trend data</p> <p><u>School:</u> goal setting; MTSS</p> <p><u>Parent/Students:</u> Individual reports; student goals generated</p>
Utah Aspire Plus	9th and 10th graders	1 per subtest score at end of year	45-75 min	Spring	Immediate-Mid Summer	End of year summative assessments of academic achievement in high school for mathematics, science, and ELA	<p><u>State/District:</u> one measurement in USBE school accountability; SGP and MGP are calculated for teacher accountability; trend data</p> <p><u>School:</u> goal setting; MTSS</p> <p><u>Parent/Students:</u> Individual reports; student goals generated</p>
DLM (Dynamic Learning Map)	3rd-11th graders with significant cognitive disabilities	1 per core subject at end of year	30-40 min	Spring	August	Summative assessment for students with significant cognitive disabilities.	<p><u>State/District:</u> proficiency counted toward school-wide USBE school accountability</p> <p><u>School:</u> goal setting; MTSS</p> <p><u>Parent/Students:</u> Individual reports; student goals generated</p>
Civics and Alternate	Grades 8-9	Once prior to graduation	30-45 min	Ongoing	Immediate	Required to meet Utah mandate (S.B. 60) consisting of 50 questions from the US Customs and Immigration Services civics test. Multiple choice format taken on School City platform	<p><u>State/District:</u> One requirement of graduation</p>
CTE State Skills Certificate Test or Industry Standard Tests (Precision Exams)	9th-12th taking CTE classes	Once per CTE subject (most)	30-60 min	End of semester	Immediate	Competency-based student assessments measuring skill attainment by core standards and competencies needed to be successful in the workforce.	<p><u>State/District:</u> one possible indicator for high school accountability in the area of advanced coursework; improve programs, curriculum and instruction</p> <p><u>School:</u> evaluate effectiveness of curriculum and instruction</p> <p><u>Parents/Students:</u> "Skill Certificates" verifying technical skill achievement</p>
ACT	11th Graders	1 per subtest score	45-60 min	Spring	2-3 Months	Summative assessments used to measure college readiness	<p><u>State/District:</u> one measurement in USBE high school accountability for students scoring above an 18; outcome and trend data</p> <p><u>School:</u> goal setting; outcome data</p> <p><u>Parents/Students:</u> Results are generated for parent/student use and shared with post secondary institutions at students' request</p>
NAEP (selected schools)	Grade 4 & 8	Once per year	45-90 min	Winter	Aggregate Data Only	Congressionally mandated assessment, which is part of the Nation's Report card	<p><u>State/District:</u> Aggregate data is used to compare performance of 4th and 8th graders across the nation.</p>
Local District Assessments and Tools							
Growth Measure (Replacing Reading Inventory)	6th-11th Graders in secondary setting	3-4 times a year	30-45 min	Fall, Winter, Spring	Immediate	The Growth Measure is designed to evaluate students' reading abilities, monitor student reading progress, set goals for reading growth, and match students to books at appropriate reading levels based on Lexile level.	<p><u>District:</u> Track progress of reading abilities in secondary students; evaluate effectiveness of programming</p> <p><u>School:</u> helps to determine placement in reading classes; goal setting</p> <p><u>Parents/Students:</u> student monitor individual growth and progress; match lexile to appropriate book selections</p>

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Granite Proficiency Checks on School City	1st-12th Grade Students	As needed to assist teachers and students in determining proficiency at the standard, quarter, or semester level	Varies	Open throughout the school year	Immediate	Assess students performance on grade level standards on School City platform.	<p><u>District</u>: Used to assist teachers in having items vetted by curriculum specialists to help inform practice</p> <p><u>School</u>: Measure understanding of concepts taught by standard, quarter or semester; used to predict performance on end of level assessments; used in MTSS process to determine performance related to grade level; inform instruction at the classroom level and for PLC work</p> <p><u>Parents/Students</u>: tracking progress toward understanding of concepts in a course or grade level</p>
CFAs (Common Formative Assessments)	K-12th Grade Students	Varies	Varies	Varies	Varies	Created at the PLC level to inform practice by measuring student understanding of standards/concepts taught (exit tickets, tests created on School City, etc.)	<p><u>School</u>: used by teams to determine understanding of concept/standards by students and adjust instruction as necessary</p> <p><u>Parents/Students</u>: communicates to students the target for demonstration of successful learning of concepts/standards and their progress toward mastery</p>
Assessments for specific programming or by student choice							
AAPPL	3rd - 9th Graders in Dual Immersion Programs (Spanish, French, Chinese)	Each year (with different subtests assessed)	60-120 min	October through December	Immediate- One month	The ACTFL Assessment of Performance Towards Proficiency in Languages (AAPPL) is a national standards-based assessment that measures language learning across three modes of communication (interpersonal, presentational, and interpretive) and provides information about a student's ability to listen and speak, write, interpret a reading passage, and/or listen to and interpret spoken language. The areas assessed vary at each grade level.	<p><u>State/District</u>: Evaluation of district and school programs; identifying strengths and weaknesses to improve programming</p> <p><u>School</u>: Identification of strengths and weaknesses and progress of individual students</p> <p><u>Parents/Students</u>: At Spring SEPs, parents receive a student scores; the scores are also available on the parent portal along with trends of progress on language acquisition</p>
College Board Advanced Placement (AP)	9th-12th grade self-selected students	One per subject	Varies	Spring	Six weeks	Criterion-referenced tests developed by College Board for multiple subject areas scored on a scale of 1 to 5.	<p><u>State/District</u>: Enrollment in AP courses is one component for high school accountability with points for number of students enrolled in high level courses</p> <p><u>School</u>: Identification of strengths and weaknesses of AP courses based on number of students enrolling and those getting a three or better on the AP exam.</p> <p><u>Parents/Students</u>: Students earning a 3 or higher on AP exams can be granted college credit at many U.S. colleges</p>
ASVAB (Armed Services Vocational Aptitude Battery)	10-12th grade self-selected students	Once	Varies	Varies		To join the Army as an enlisted member you must usually take ASVAB and get a good score. Maximum score is 99; for enlistment you must get a minimum of 31.	<p><u>Parents/Students</u>: can be used to plan long-term career goals and this test can be about career exploration and not just military service; schools have JROTC programs that students may take advantage of</p>
CogAT	K-1st (Verbal and Nonverbal only); 2nd-6th graders (all subtests)	Given each year; students are reassessed in K, 2, and 6th grades	30 min for each section	Ongoing	within 24 hours	The Cognitive Abilities test measures students' learned reason abilities and problem-solving skills with three sections: verbal, non-verbal, and numeric	<p><u>School</u>: Used to determine placements in ALC programs or gifted cluster at each school</p> <p><u>Parent/Students</u>: At K level used in addition to reading screener for placement in ALC program or gifted cluster at each school; at 2nd-5th all three subtests are used to determine placements; at 6th grade CogAT is used with SAGES-3 for placement</p>
						Normed-referenced test to identify students who are gifted and/or	<p><u>School</u>: used to determine placement in gifted classes at the junior high level in conjunction with the CogAT</p>

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SAGES-3 (Screening Assessment for Gifted Elementary and Middle School Student - 3rd Edition)	5th and 6th graders entering Junior Highs	Once per year	30 min for each section	Ongoing	Score by hand	talented in general intellectual ability and academic aptitude; four subtests: nonverbal reasoning, language arts/social studies, verbal reasoning, mathematics/science	Parents/Students: Used to determine placement in gifted programming at the junior high level