Assessment	Grade Level	Dates	Platform
BOY Universal Screener	K-8	August 12th -30th	i-Ready
BOY Universal Screener	9th -12th	August 12th -30th	NWEA Map
i-Ready Growth Monitoring	For identified students in grades K -8	Sept. and March	i-Ready
Content Mastery Assessment #1	3rd -8th ELA and Math	Nov. 4th -15th	DRC Beacon
MOY Universal Screener	K-8th	December 9th -20th	i-Ready
MOY Universal Screener	9th -12th	December 9th -20th	NWEA Map
Additional Dyslexia Screening	K-3rd		

[

Section 1: Districtwide Assessments

During the 2024-2025 school year, the required district assessments are designed to provide schools and teachers with data needed to support student growth and achievement. This section includes information to provide guidance and resources to support the effective implementation and use of the data provided by these assessments.

Assessment	Grade Level	Dates	Platform
BOY Universal Screener	K-8th	August 12th -30th	i-Ready
BOY Universal Screener	9th -12th	August 12th -30th	NWEA Map
i-Ready Growth Monitoring	For identified students in grades K-8th	Sept. and March	i-Ready
Content Mastery Assessment #1	3rd -8th ELA and Math	Nov. 4 th -15th	DRC Beacon
MOY Universal Screener	K-8th	December 9th20th	i-Ready
MOY Universal Screener	9th -12th	December 9th20th	NWEA Map
Additional Dyslexia Screening	K-3rd	January 6th -31st	i-Ready

Assist teachers with planning Tier I instruction, intervention, and acceleration.

Scheduling the Universal Screeners:

The Universal Screeners are untimed tests. It should take approximately 50 minutes in grades K1 and 90 minutes in grades 2-12. Research indicates that students who complete the diagnostic in segments have the most accurate data. Bear in mind that all students test at their own speed, so there may be some variation in these testing times. Best practices in scheduling the diagnostic include:

Prior to the diagnostic, have conversations with students about the purpose of the test, how the data will be used, and the importance of the testing data.

Administering the diagnostic in their classroom/class period rather than a special schoolwide testing schedule.

Allocating two 40- to 45-minute class periods per subject for students to take the diagnostic.

Younger or special education students may need shorter testing segments spread throughout the testing window

## NWEA MAP Growth Diagnostic (Grades 9-12):

The NWEA Map Growth Diagnostic is a nationally normed, standardized achievement test that measures what students know and informs what they are ready to learn through an adaptive test that adjusts based on ability and knowledge of the student.

MAP Growth uses the RIT (Rasch Unit) to help measure and compare both achievement and growth. It measures levels in academic difficulty and makes it possible to compare a student's score, not just grade level.

During the screener, the score represents the level where a student has a 50% chance of answering a question correctly. Through the process of testing, the student's level is consistently adjusted until they reach this median threshold.

The NWEA MAP Growth provides schools with projected proficiency data on the following assessments: Algebra Concepts and Connections, ACT, and SAT based on the following:

Algebra Concepts and Connections	9th and 10th	

GMAS 22-23 (ELA) vs. iReady 2/23 (Prediction)
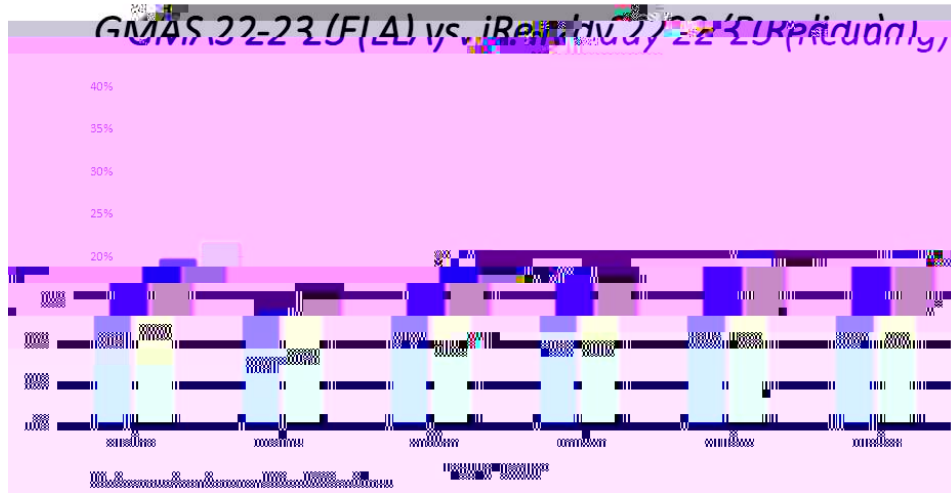
The **RCSS Data Analysis Protocol** should be used to identify patterns and trends in data. The use of the protocol is to identify strengths and problems of practice to assist teachers with instructional goals and addressing student learning needs. The following reports, while not an exhaustive list, will assist schools with the analysis of data after the diagnostic administrations:

Diagnostic Results	Diagnostic Results	Diagnostic Results
Proje cted Proficiency Report	Projected Proficiency Report	Diagnostic Growth Report
Prerequisite Report (Math)	Diagnostic Growth Report	
Grade Level Scaffolding (ELA)	GSE Report (ELA)	
	Georgia 2023 Standards (Math)	

The personalized pathway generates personalized learning paths for each student based on their diagnostic performance. These paths include specific lessons and activities tailored to address areas where students need improvement, allowing teachers to provide targeted instruction. Teachers can track student progress through the platform and adjust their teaching strategies accordingly. This feature enhances the ability to differentiate instruction, ensuring that each student receives the support they need to succeed.

> ***The goal for students is to pass at least 2 personalized pathway lessons per week in iReady Reading AND Math.***
> Students should not spend entire instructional or intervention blocks completing i-Ready lessons on the computer.

Teachers can support their students in using the personalized pathways and maximizing the use of the platform to help students meet their stretch growth goals and close academic gaps. Teachers who see the most growth in students complete the following actions on a consistent basis**:**

1)

outside of the personalized pathway. While teacher-assigned lessons can provide valuable support, reinforcement, or enrichment, they should be used strategically to ensure they complement and support the student's overall learning goals.

Growth Monitoring:

Growth monitoring is designed to monitor student growth for identified students to help monitor progress toward meeting growth goals. Growth monitoring reports will be available after a student completes any combination of 3 assessments (diagnostic and growth monitoring) Growth monitoring:

> Includes Reading and Math assessments
> Are adaptive and include approximately 20 questions
> Starts at the level of where the student was on the last diagnostic
> Should be conducted on "below grade level" students 1 time during the months of September and March. November is optional due to changes in the testing calendar caused by hurricane Helene.

Typical Growth: The average annual growth a student is expected to make in a year based on a student with a similar level of proficiency. A student who meets his/her typical growth goal has grown the expected amount.

Stretch Growth: The amount of growth a student needs to be on the path to grade-level proficiency. This goal represents the amount of growth needed for a student to close gaps in achievement.

Research indicates that a student that meets his/her stretch growth goal for two years has a significantly higher chance of being on grade level by the end of the 2nd year, even starting two or more grade levels below. This is why it is imperative for schools to *focus on helping students meet their stretch growth goals,* especially if they are beginning the year not on grade level.

What is the difference between growth monitoring and progress monitoring?

Growth monitoring differs from progress monitoring. After the BOY diagnostic, students who are below grade level should be identified for growth monitoring. This monitoring will be completed one time during the months of September, November, and March. Adjustments to the students being growth monitored should be made after the MOY diagnostic and should include students who have not shown significant growth.

Progress monitoring is the process of doing specific intervention with students involved in the MTSS process. Progress monitoring should involve a specific intervention and data collection based on the frequency outlined in the targeted intervention. Progress monitoring data can include, but is not limited to, lessons passed in the i-Ready platform, teacher assigned lessons, literacy task performance, and ELA and math comprehension checks. Progress monitoring can be scheduled in the i-Ready platform, but teachers will need to complete the intervention and input the results into the assigned progress monitoring.

Specifically, DRC BEACON provides:

Velocity is a new component of Inspire that provides interactive content for students to engage with the lesson or unit material. GaDOE began integrating Velocity activities in some of the Social Studies content in July of 2023. GaDOE will continue to expand on Velocity activities. These activities can be added for students in their Canvas courses. Available Velocity activities will be shown in the unit resources as purple boxes. A tutorial video on Velocity can be found [here](www.youtube.com/watch?v=WR1OncKCxJE) (www.youtube.com/watch?v=WR1OncKCxJE).

New Velocity activities will be added on a continual basis in Inspire. Teachers should check back frequently for new activities or can learn more about how to build their own.

Teachers have the flexibility to create formative assessments that are tailored to classroom needs. When creating formative assessments, teachers should ensure that the assessments reflect specific content, skills, and standards.

To assist in creating formative and common assessments, teachers will continue to have access to the Mastery Connect platform and item bank. This resource tool can be accessed through Canvas courses. For more information on how to use this resource, teachers can consult the Mastery Connect Teacher Resource course located in Canvas.

Section 3: Data Use and Analysis

The purpose of assessments is to provide schools, teachers, students, and parents/guardians with information concerning student progress and growth. The most essential component of any assessment is how the data will be used to impact instruction and address student learning needs. This section will provide resources for schools to support data analysis.

At the beginning of the school year, teachers should take the opportunity to learn about their students through the completion of learning profiles. Taking time to understand the learning profile of the students will allow teachers to begin the year with an understanding of student learning needs. The steps to creating a learner profile include:

Review historical student data in Infinite Campus, i-Ready or NWEA MAP, Panorama, and SLDS to identify academic strengths, areas of growth, and habits of learning.
Create a **student interest inventory** to learn more about strengths, extra-curricular activities, and interests. ***Administer to students during the first week of school.***
You may also have the parent/guardian complete an inventory about their student as a way to help begin establishing positive relationships.
Involve students to co-create active learning goals and action steps.

Establish weekly check-ins to provide students opportunities to reflect on progress toward their learning goals, identify areas needing more attention, and consider whether they need to revise the goal.

Facilitate communication about student progress on a regular basis. Schedule student-led conferences to review work samples. Prepare, execute, and reflect on information with parents/families.

Aletha Snowberger

When utilizing data from districtwide or supplemental instructional assessment, the goal is to ensure that the data informs instruction and is an integral part of the collaborative planning process. The use of a data analysis protocol provides a systematic way to examine data and to develop next steps to monitor and adjust instruction.

Teachers and schools should use the RCSS Data Analysis Protocol to gain actionable insights into student learning, inform instructional decisions, and drive continuous improvement in teaching practices. The RCSS Data Analysis Protocol was revised in 2024 to align with the instructional framework.

Teachers have a wealth of data resources that they can use to help inform their instruction. Each of these different data sets can be used by individual teachers, grade level teams, and schools to inform and improve student mastery.

Type of Assessment Data	Purpose	How to Use Data
Standardized Test Data	Measure student achievement against a predetermined standard	Analyze overall performance trends, identify areas of strength and weakness, inform curriculum planning and pacing
Individual Assessments	Assess individual student progress and mastery	Track individual student growth over time, identify specific learning needs, tailor instruction accordingly
Formative Assessments	Evaluate student understanding during instruction	Provide immediate feedback, adjust teaching strategies in real-time, inform instructional decisions

Summative Assessments   Evaluate student learning at the end of a unit or course

The article [Guiding Students to Set Academic Goals](#) is a great introduction on how to help teachers

Leaders of the Conference	Active listeners and Advocates	Assist in student preparation active listener and advocate
To Prepare for the conference: Review data notebook/data Collect samples and data to share Practice with teacher to receive feedback and gain confidence	**To Prepare for the conference:** Encourage student as they prepare for conference Familiarize yourself with the process of student led conferencing Prepare a list of questions to discuss	**To Prepare for the conference:** Meet with student to help identify data. Explain student-led conferencing to parent Schedule the conference with the parent.
During the conference: Introduce themselves and members present Discuss the identified data with stakeholders Discuss goals for continual growth Celebrate success and identify next steps	**During the conference:** Be an active listener and provide encouragement Work with student and teacher to identify learning goals Ask questions Celebrate success	**During the conference:** Act as a guide and offer feedback Work with student and parent to identify learning goals and next steps for learning Provide clarity for any needed Celebrate success