



Caroline County Public  
Schools  
Local Assessments  
For Reopening 2021-2022

Updated: [Beginning of the year data 2021 - 2022](#)

Content Area	Assessment	Purpose	Timeline
K-5 ELA	iReady Diagnostic	Shows students' strengths and knowledge gaps at the sub-skill level	Beginning, Middle and End of Year administrations September 13-17 (BOY) Middle and End of Year Administrations TBD
	DIBELS 8	Shows students' strengths and gaps in Foundational Skills/Standards	Beginning, Middle and End of Year administrations Sept/Oct (BOY) Middle and End of Year Administrations TBD Progress monitoring as necessary
K-5 Math	iReady Diagnostic	Shows students' strengths and knowledge gaps at the sub-skill level	Beginning, Middle and End of Year administrations September 7 - 10 (BOY) Middle and End of Year Administrations TBD
2-5 Math	District created common summative assessments	Shows students' strengths and knowledge gaps based on MD College and Career Readiness Standards	At the conclusion of the unit of study
K-2 Science	District created common assessments	Shows students' strengths and knowledge gaps based on MD College and Career Readiness Standards in	At the beginning of each quarter of Science and again at the conclusion of the quarter.

		Science.	
3-5 Science	District created common assessments	To evaluate students of all learning styles with a range of assessment types, from multiple choice formatted assessments, open-ended response, rubric-based performance assessments, Claim-Evidence-Reasoning challenges, to interactive/virtual assessments. By assigning assessments to students online, teachers can access data on individual performance and sculpt lessons to meet students where they are weakest while supporting those that already understand the material.	At the beginning of each quarter of Science and again at the conclusion of the quarter.
K-5 Social Studies	District Created	Shows students' strengths and knowledge gaps based on MD College and Career Readiness Standards	Prior to each unit of study and again at the conclusion of the unit of study
6-8 ELA	iReady Reading Diagnostic	Shows students' strengths and knowledge gaps at the sub-skill level	September 9th-14th
6-8 Math	iReady Diagnostic	Shows students' strengths and knowledge gaps at the sub-skill level	Beginning, Middle and End of Year administrations September 7 - 10 (BOY) Middle and End of Year Administrations TBD
6-8 Math	District created common summative assessments	Shows students' strengths and knowledge gaps based on MD College and Career Readiness Standards	At the conclusion of the unit of study
6-8 Science	District created common assessments	To evaluate students of all learning styles with a range of assessment types, from multiple choice formatted	Beginning of the year, mid year, and at the end of the year

		assessments, open-ended response, rubric-based performance assessments, Claim-Evidence-Reasoning challenges, to interactive/virtual assessments. By assigning assessments to students online, teachers can access data on individual performance and sculpt lessons to meet students where they are weakest while supporting those that already understand the material.	
6-8 Social Studies	District Created	Shows students' strengths and knowledge gaps based on MD College and Career Readiness Standards	Prior to each unit of study and again at the conclusion of the unit of study
HS ELA	My Perspectives diagnostic assessment  District created writing diagnostic assessment	Shows students' strengths and knowledge gaps based on MD College and Career Readiness Standards	September 7-8  September 9-10
HS Math	Depends on the Course: Agile Mind iReady Diagnostic District Created	Agile Mind- Assessments match the content of the standards—and will be used to evaluate student understanding of concepts and skills necessary for mastery.  iReady- Shows students' strengths and knowledge gaps at the sub-skill level District Created- based on NCTM research, formative assessments will change teachers' instruction for the next instructional cluster or unit	Prior to each unit of study and again at the conclusion of the unit of study
HS Science	District created common assessments	To evaluate students of all learning styles with a range	Beginning of the semester and at the end of the

		of assessment types, from multiple choice formatted assessments, open-ended response, rubric-based performance assessments, Claim-Evidence-Reasoning challenges, to interactive/virtual assessments. By assigning assessments to students online, teachers can access data on individual performance and sculpt lessons to meet students where they are weakest while supporting those that already understand the material.	semester
HS Social Studies	District Created	Shows students' strengths and knowledge gaps based on MD College and Career Readiness Standards	Prior to each unit of study and again at the conclusion of the unit of study
World Language	District Created	Shows students' strengths and knowledge gaps based on MD College and Career Readiness Standards	September 8th - September 18th
Career Technical Education (CTE)	Teacher Created Assessments	Shows students' level of knowledge and understanding of Career Technical standards. Data from the teacher created CTE assessments will guide instruction and show standards that need to be retaught, reviewed, as well as those that are mastered.	September 2-September 10

[iReady Norms Tables](#)

[myPerspectives Evidence of Effectiveness](#)

[DIBELS 8 Benchmark Goals](#)

Caroline County Public Schools will use the following data sources as baseline data: 2021 MSDE Early Fall Diagnostic Assessments (September 13 - October 22, 2021) and Local Diagnostics given 3 times during the

school year with fall testing occurring September 7 - October 14, 2021. This data will be disaggregated by race, service group, and gender.

Each of these assessments will provide information for classroom teachers, Student Support Teams (SST), and school-based instructional teams. School Improvement Teams will use these data points to confirm their School Improvement Plans and the district will use these data points to ensure the ESSA Consolidated Strategic Plan is written to areas of need. The disaggregated data will be used to enhance our understanding of a subgroup's particular need; detect any patterns and trends among groups; monitor equity and plan for resource targeting; project monitoring and evaluation. The data will also determine student readiness for new learning. Student grades, and other academic data, such as the diagnostic assessment, will be reviewed to determine learning loss and a plan to address learning gaps will be established. This may include additional small group support during class hours, intervention time or after school hours. Students may also be eligible for the [CCPS after school tutoring program](#). In addition, school-level equity teams, led by their equity liaison, will engage in data review and develop additional ways to support students.