



Topic: Academic Achievement Results: FastBridge & MCAs
Presenter(s): Stacy Peikert, Director of Curriculum and Instruction

Recommendation

The information is presented for discussion purposes. No board action is needed.

Background Information

Stacy Peikert, Director of Curriculum and Instruction, will present the board with the SFAS most recent FastBridge Assessment and MCA scores. Ms. Peikert will answer questions from board members.

Included are the MCA results. The Math MCA III is comparable to tests from other years, since this test has not changed yet. The Reading MCA IV is a new test and these scores are measured off new benchmarks. Prior tests cannot be compared to these results. These scores become the baseline scores. Science MCA IV are in their second year of scores and can be compared to last year.

For Fastbridge testing, MDE now requires some specific tests for certain grade levels. For that reason, some previous tests may not be given any longer and there are some new tests, in some cases. A new example of that is the Oral Repetition test given to K-2 students. Oral language is critical for reading comprehension.

Why Screen for Oral Language

- Oral language is foundational to reading comprehension and essential for communication, concept explanation, and expressing learning across all subjects.
- Language supports social-emotional development and self-regulation, enabling friendships, emotional expression, negotiation, and executive functioning through self-talk.
- Early childhood (birth–grade three) is a critical period for language development, requiring rich language environments and early identification of delays to improve reading and writing outcomes.
- The READ Act requires an expressive-receptive language screener within universal screening to help districts provide targeted instruction and tiered supports. It is critical to understand that sentence repetition tasks do not measure all language skills, but combined with other data, they identify learners needing support; interventions should target underlying language abilities, not sentence repetition practice.