Fall FastBridge Universal Screening

Lakeville AREA SCHOOLS

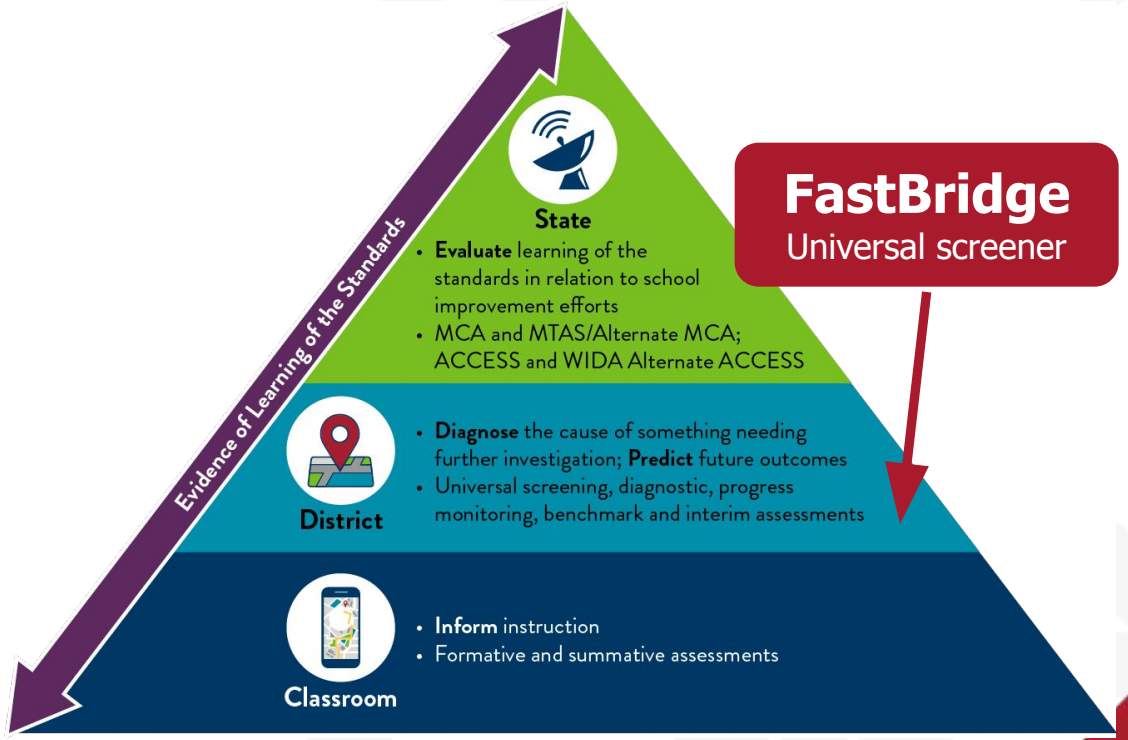
Board presentation, Fall 2026

A Balanced and Equitable Assessment System

Balanced: Different assessments answer different questions.

Equitable: Students have accessible ways to show learning.

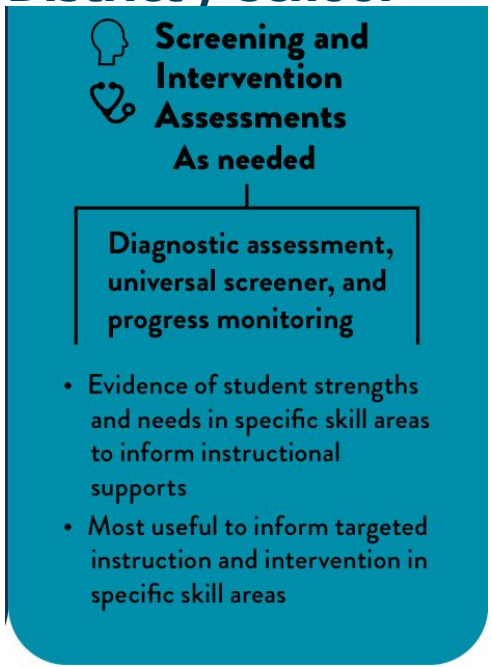
Our direction: Connect evidence to instructional decisions.



Source: Minnesota Department of Education, Balanced and Comprehensive Assessment Systems, p. 1.

Where FastBridge Fits Within The System

District / school



Fall screening: Identify students and skill areas that need closer attention.

Classroom follow-up: Use student work and classroom assessments to plan instruction.

Interpretation: Screening alone does not establish causes or mastery of specific standards.

Source graphic: MDE / MnDAL, Components of a Balanced, Comprehensive, and Equitable Assessment System, p. 2.

Three Key Takeaways from The Following Data

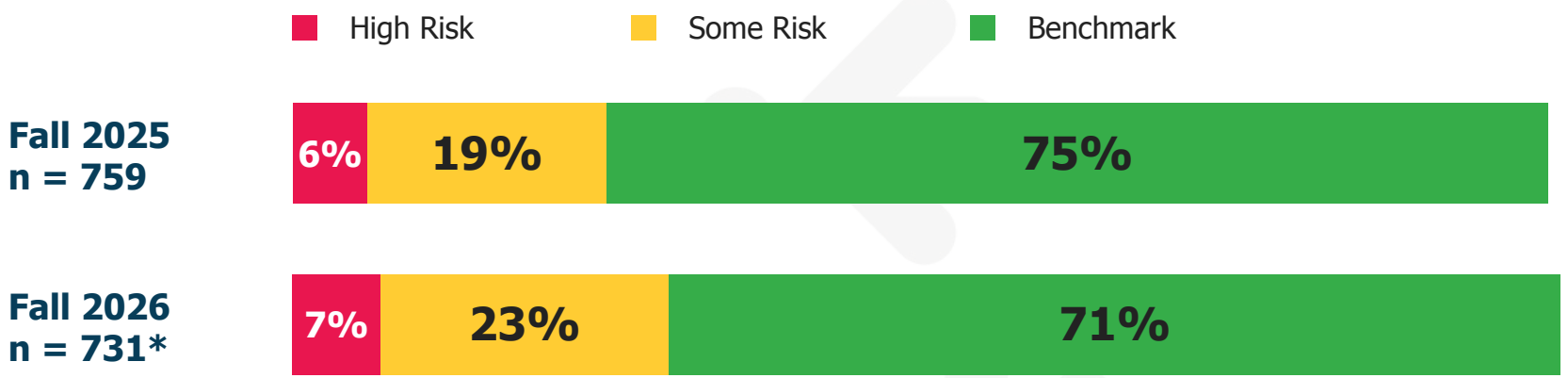
1. **Most students meet screening benchmarks** while specific skill needs warrant attention.

2. **Fall screening establishes a starting point,** winter and spring scores help us examine growth.

3. **The next step is to connect these findings to instruction** and monitor the response.

Kindergarten earlyReading: Fall comparison

At benchmark: 75% in 2025 and 71% in 2026*

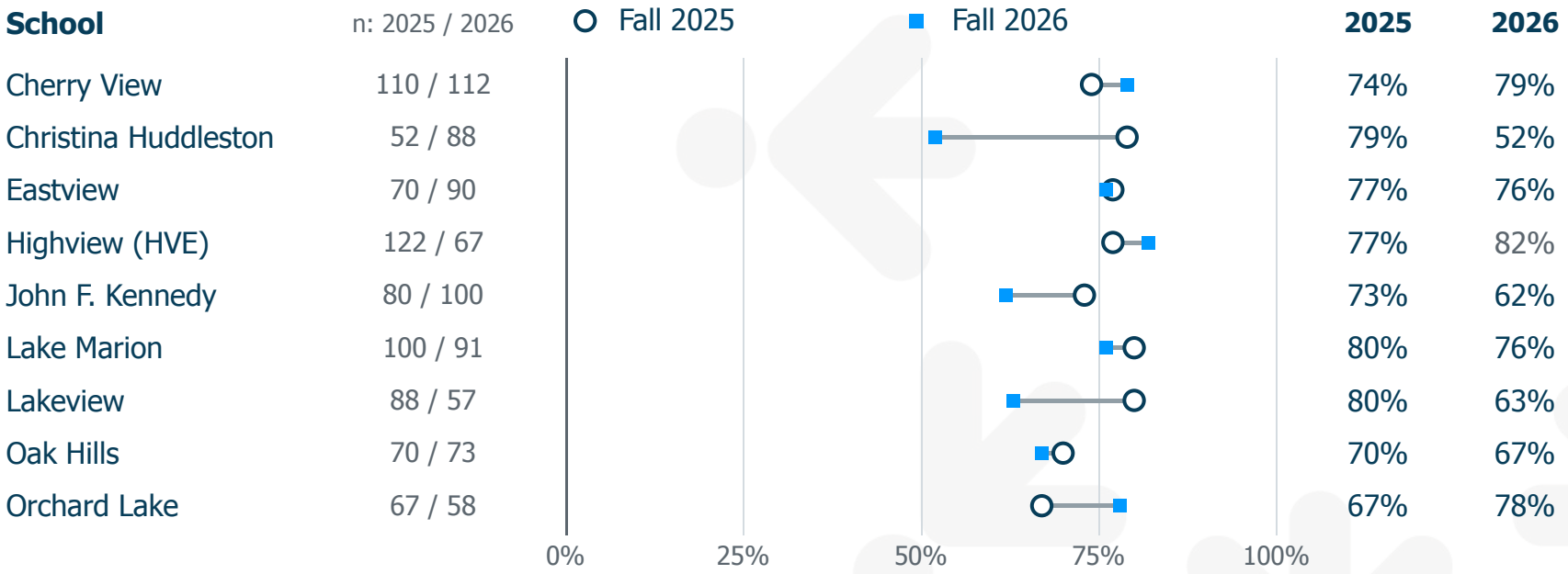


Reported benchmark share is 4 percentage points lower in fall 2026.

Different cohorts. Whole percentages may not total 100%.

Kindergarten Starting Points

Percent at benchmark in fall early Reading

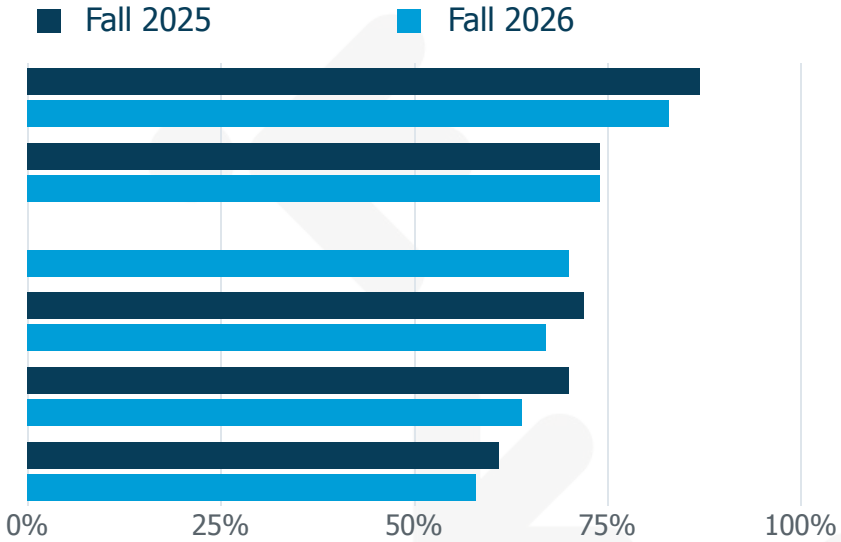


Different incoming groups. Counts reported by school

Kindergarten earlyReading Subtests

Percent at benchmark: fall 2025 and fall 2026

Subtest	n: 2025 / 2026	2025	2026
Onset Sounds	760 / 732	87%	83%
Concepts of Print	760 / 730	74%	74%
Oral Repetition	— / 725	—	70%
Letter Names	762 / 732	72%	67%
Word Segmenting*	489 / 658	70%	64%
Letter Sounds	763 / 733	61%	58%

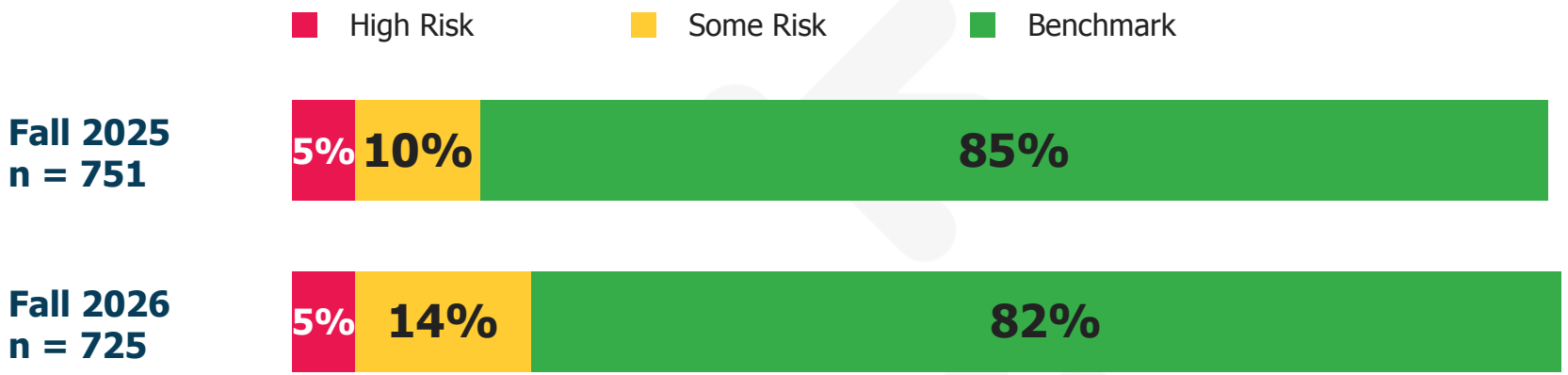


Reported benchmark shares are lower on four subtests.

Oral Repetition is new in 2026.

Kindergarten math: Fall comparison

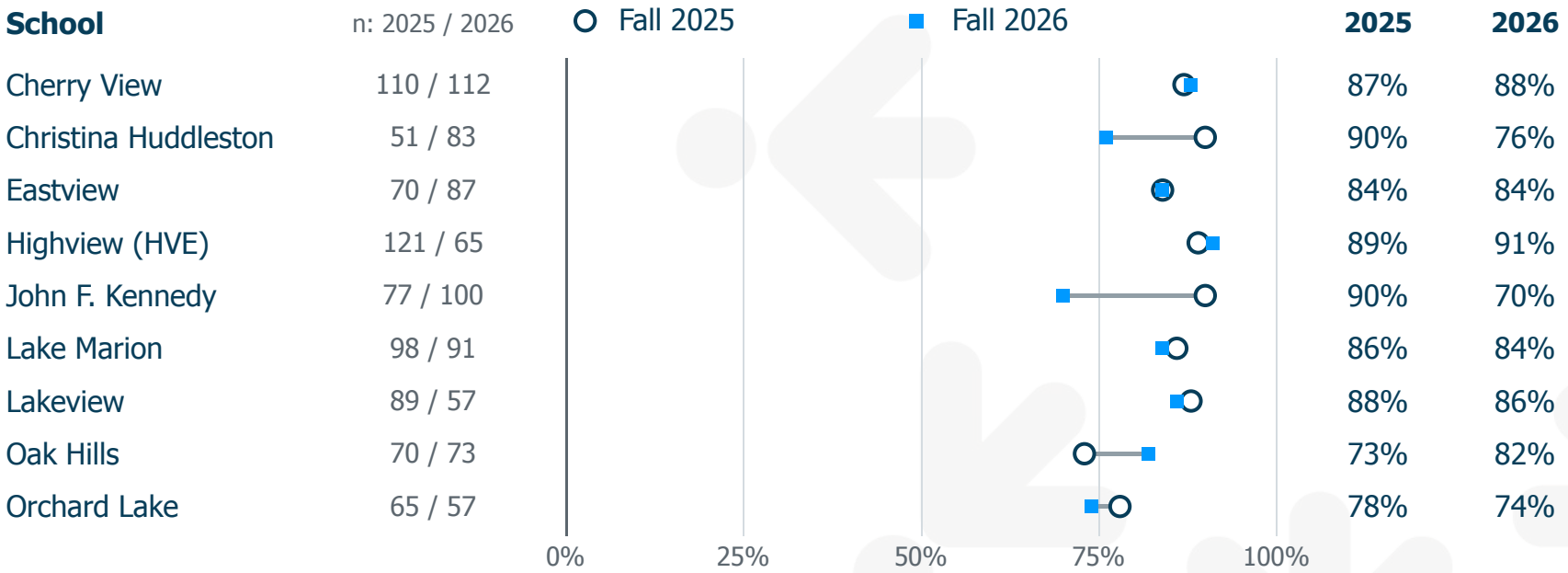
At benchmark: 85% in 2025 and 82% in 2026



Reported difference: 3 percentage points lower.
Different students tested in each fall window.

Kindergarten math starting points

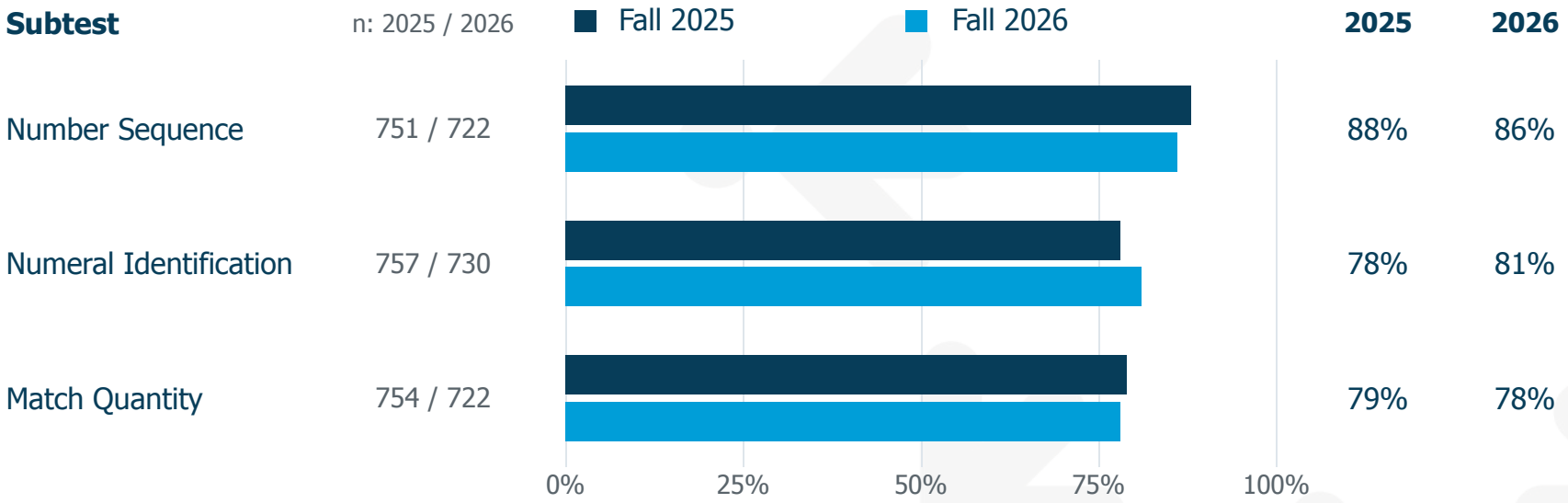
Percent at benchmark in fall math composite



Different incoming groups. Rounded percentages.

Kindergarten earlyMath Subtests

Percent at benchmark: fall 2025 and fall 2026

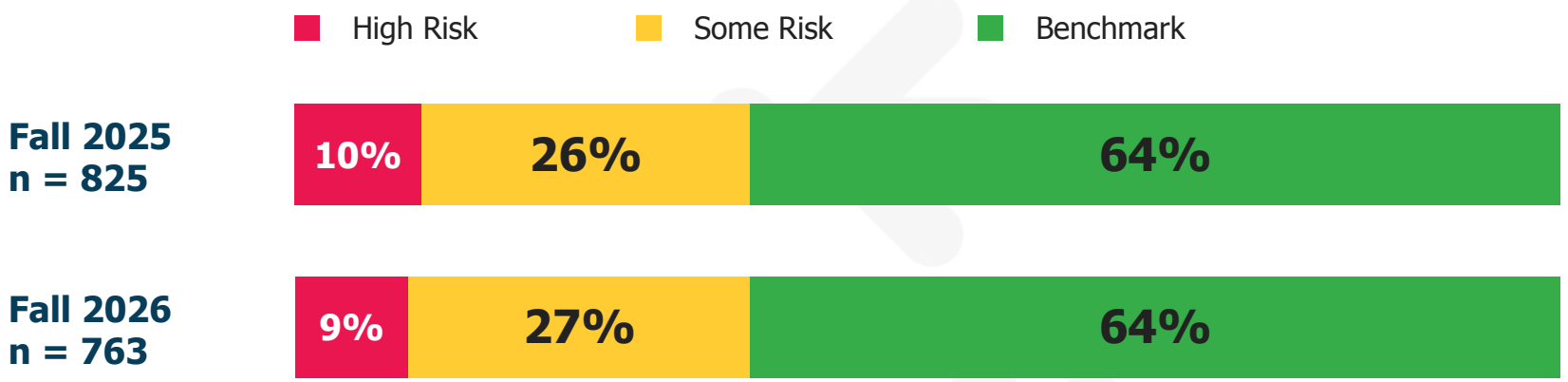


Numeral Identification is higher; the other two subtests are lower.

Different incoming cohorts. Counts vary by subtest.

Grade 1 reading: Fall comparison

At benchmark: 64% in both fall screening windows

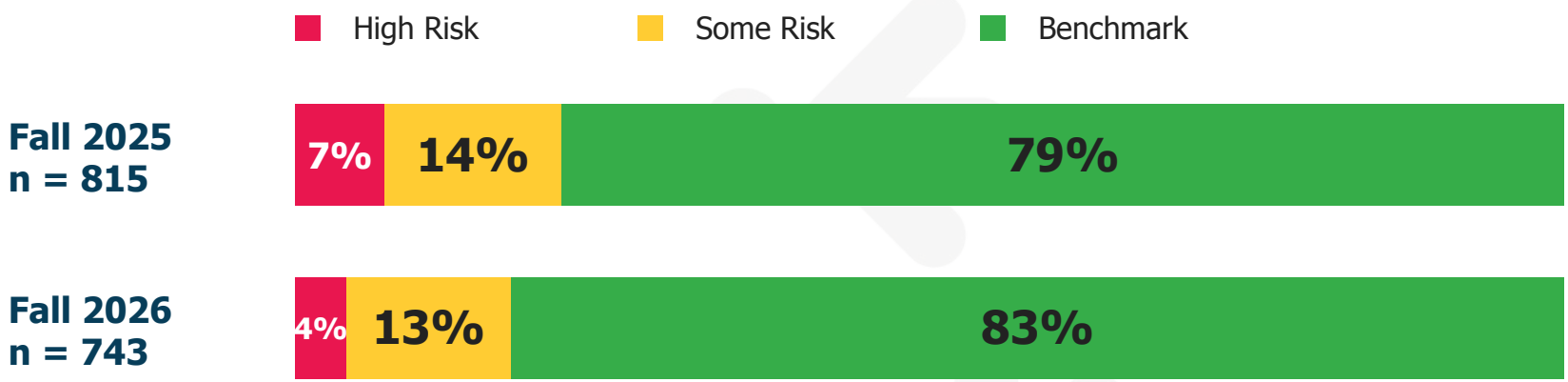


The reported benchmark share is unchanged at 64%.

Different cohorts

Grade 1 math: Fall comparison

At benchmark: 79% in 2025 and 83% in 2026

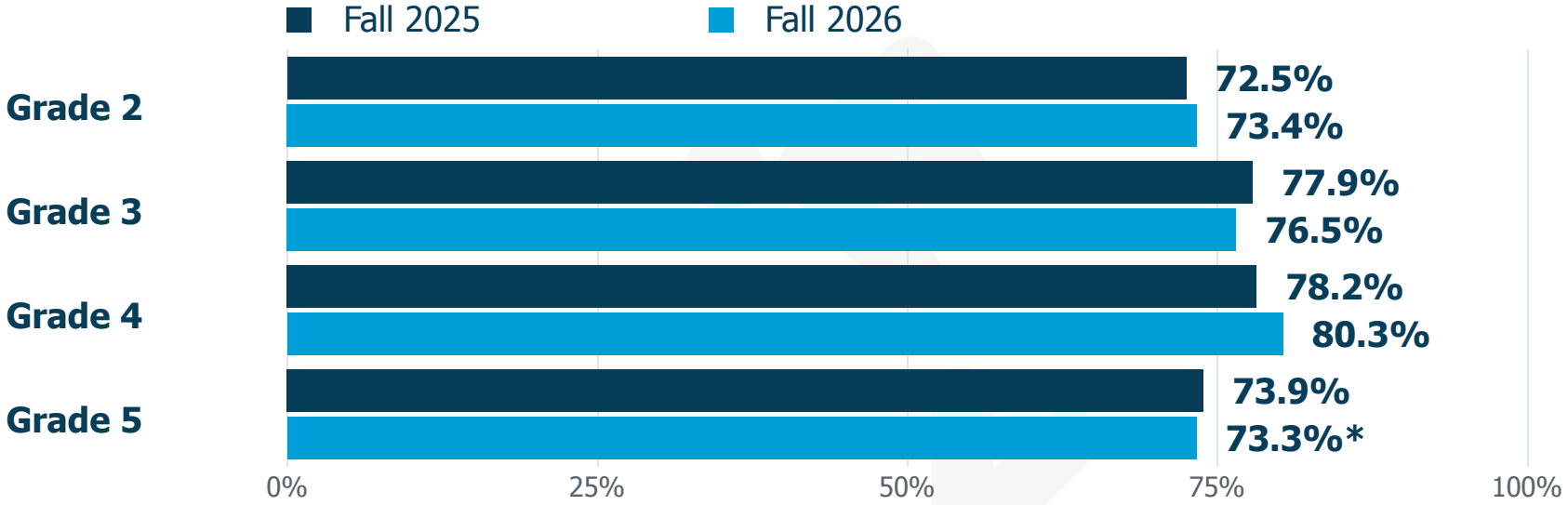


Reported difference: 4 percentage points higher.
Different students tested in each fall window.

Composite score. Source: Rounded percentages. Different cohorts.

Grades 2–5 Reading: Fall comparison

Percent in Benchmark + Extended

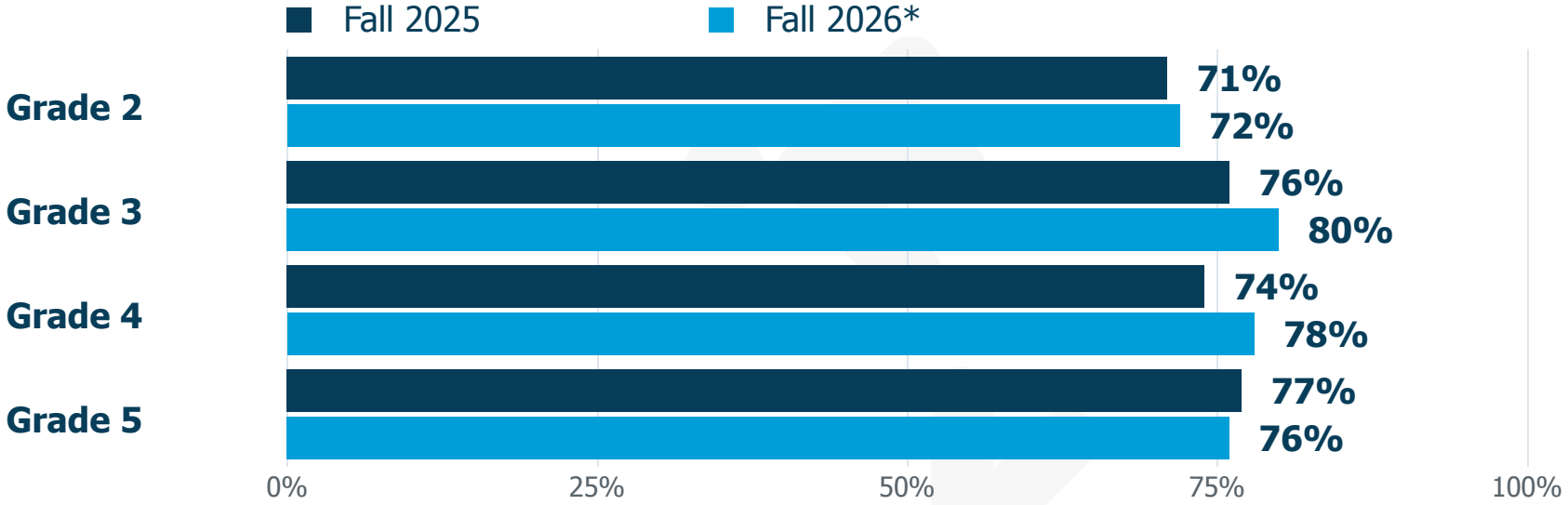


Year-to-year differences are about 2 percentage points or less.

Different cohorts each fall. Detailed sources and tested counts are in the appendix.

Grades 2–5 math: Fall comparison

Percent in Benchmark + Extended

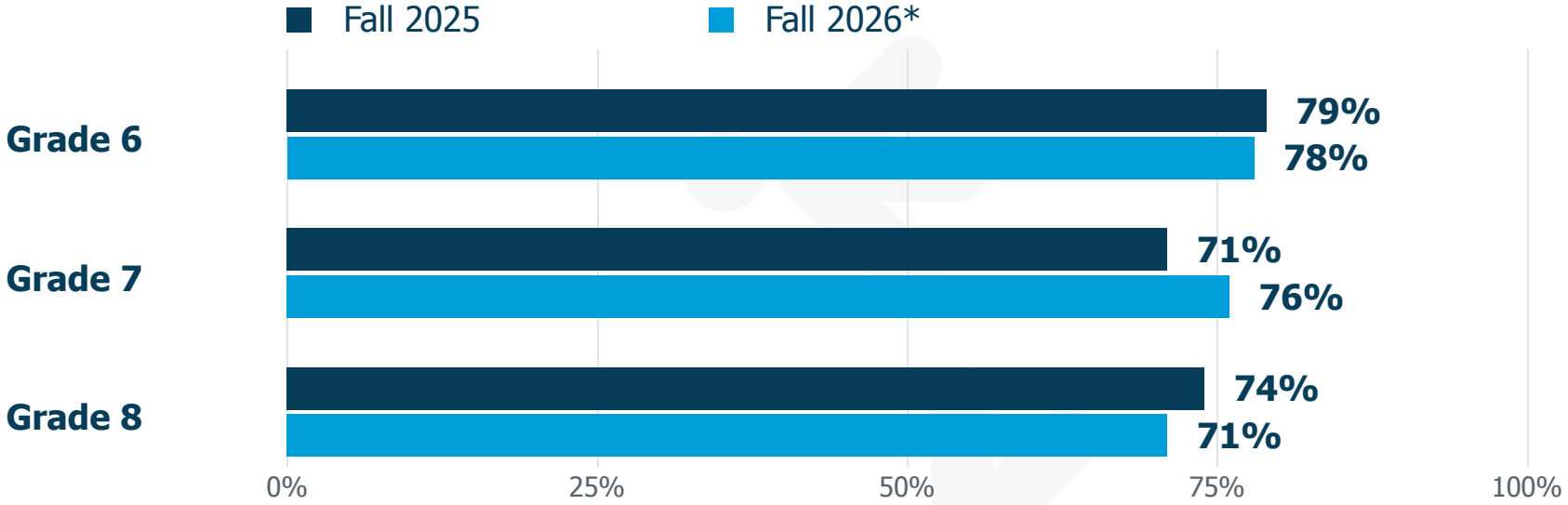


Reported shares are higher in grades 2–4 and slightly lower in grade 5.

Different cohorts each fall. Detailed sources and tested counts are in the appendix.

Grades 6–8 Reading: Fall Comparison

Percent in Benchmark + Extended

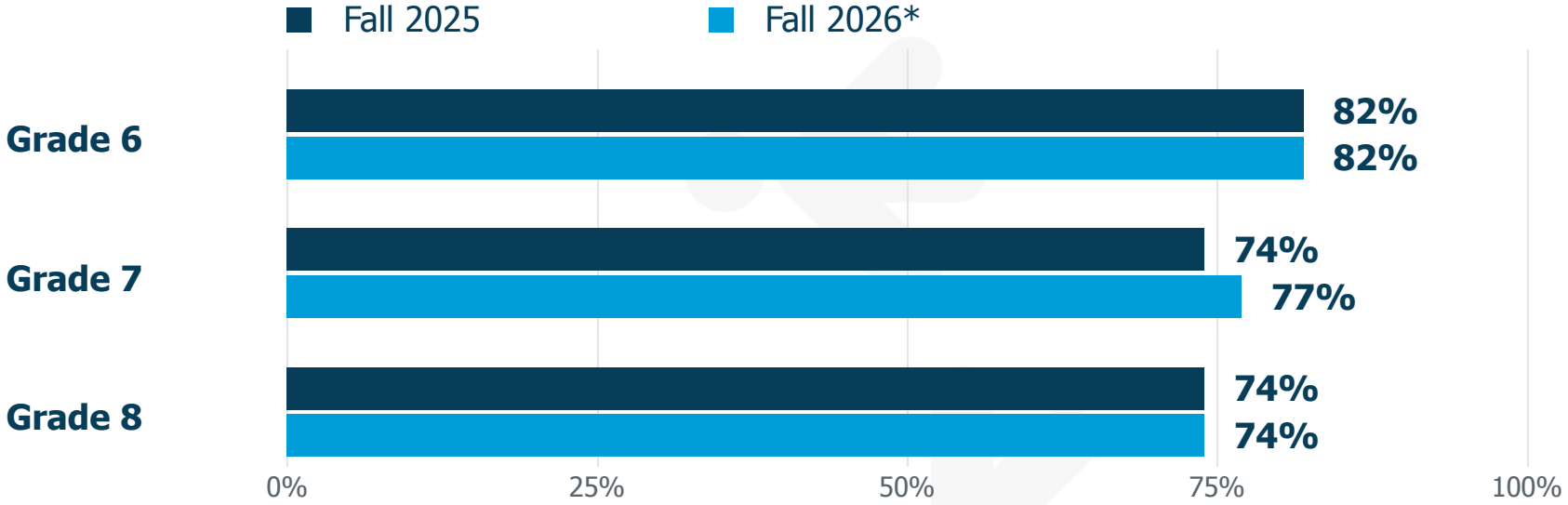


Reported share is higher in grade 7 and lower in grades 6 and 8.

Different cohorts each fall. Detailed sources and tested counts are in the appendix.

Grades 6–8 math: Fall comparison

Percent in Benchmark + Extended

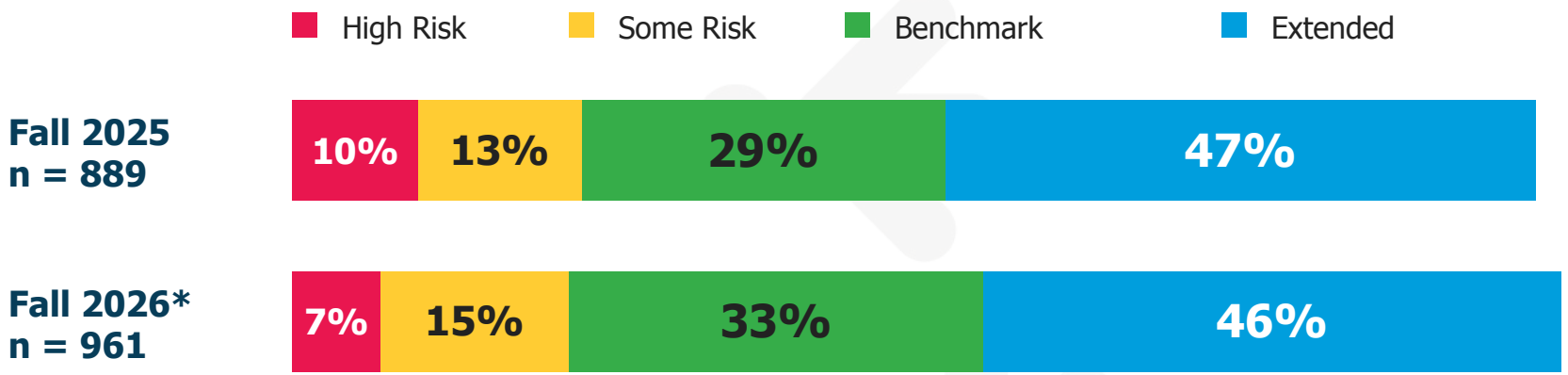


Reported share is higher in grade 7 and unchanged in grades 6 and 8.

Different cohorts each fall. Detailed sources and tested counts are in the appendix.

Grade 9 aReading: Fall comparison

Benchmark + Extended: 76% in 2025 and 79% in 2026*

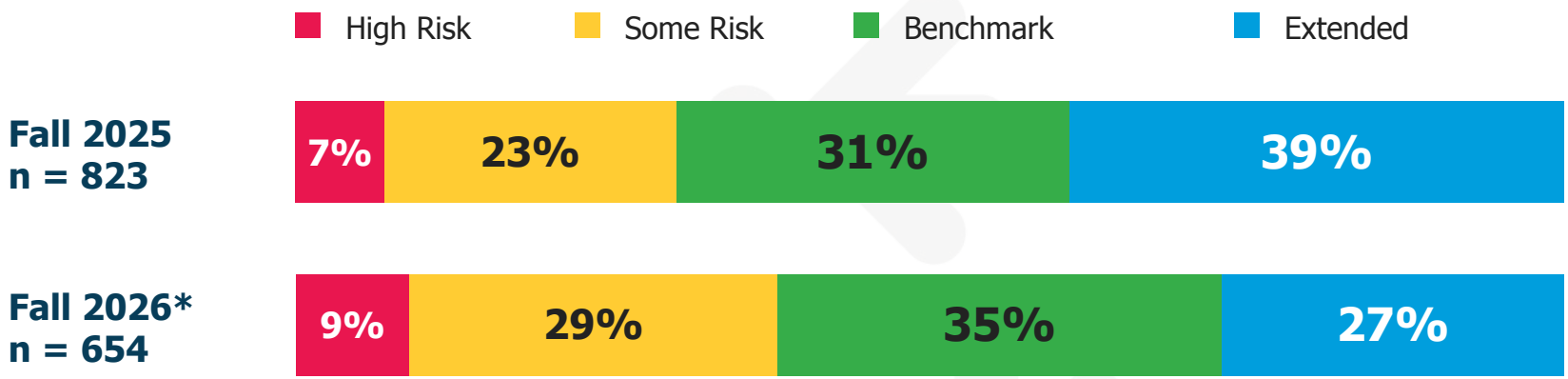


Reported difference: 3 percentage points higher.

Rounded percentages. Different cohorts.

Grade 9 aMath: Fall comparison

Benchmark + Extended: 70% in 2025 and 62% in 2026*



Tested count: 823 vs. 654.

Rounded percentages. Different cohorts.

How we use these results

Classroom evidence: PLCs examine screening patterns alongside student work and classroom assessments.

Equity: Teams consider learning opportunities and access to instruction and support.

Instruction: Teams investigate skill needs and adjust instruction using classroom evidence.

SCOP planning: Leaders connect responses to site priorities and identify evidence to monitor.

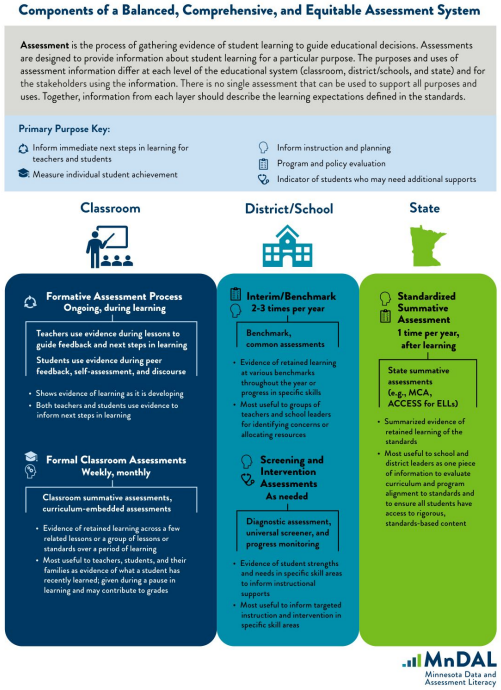
Progress: Teams use classroom evidence and winter screening to decide what to continue or adjust.

Appendix: Assessment framework

Full source reference:
Components of a Balanced, Comprehensive, and Equitable Assessment System.

Purpose: Connect evidence from classroom, district/school, and state assessments.

The full graphic is included for reference and closer review.



Source: Minnesota Department of Education / Minnesota Data and Assessment Literacy (MnDAL), p. 2.