NWABSD

Student Services Assessment and Data

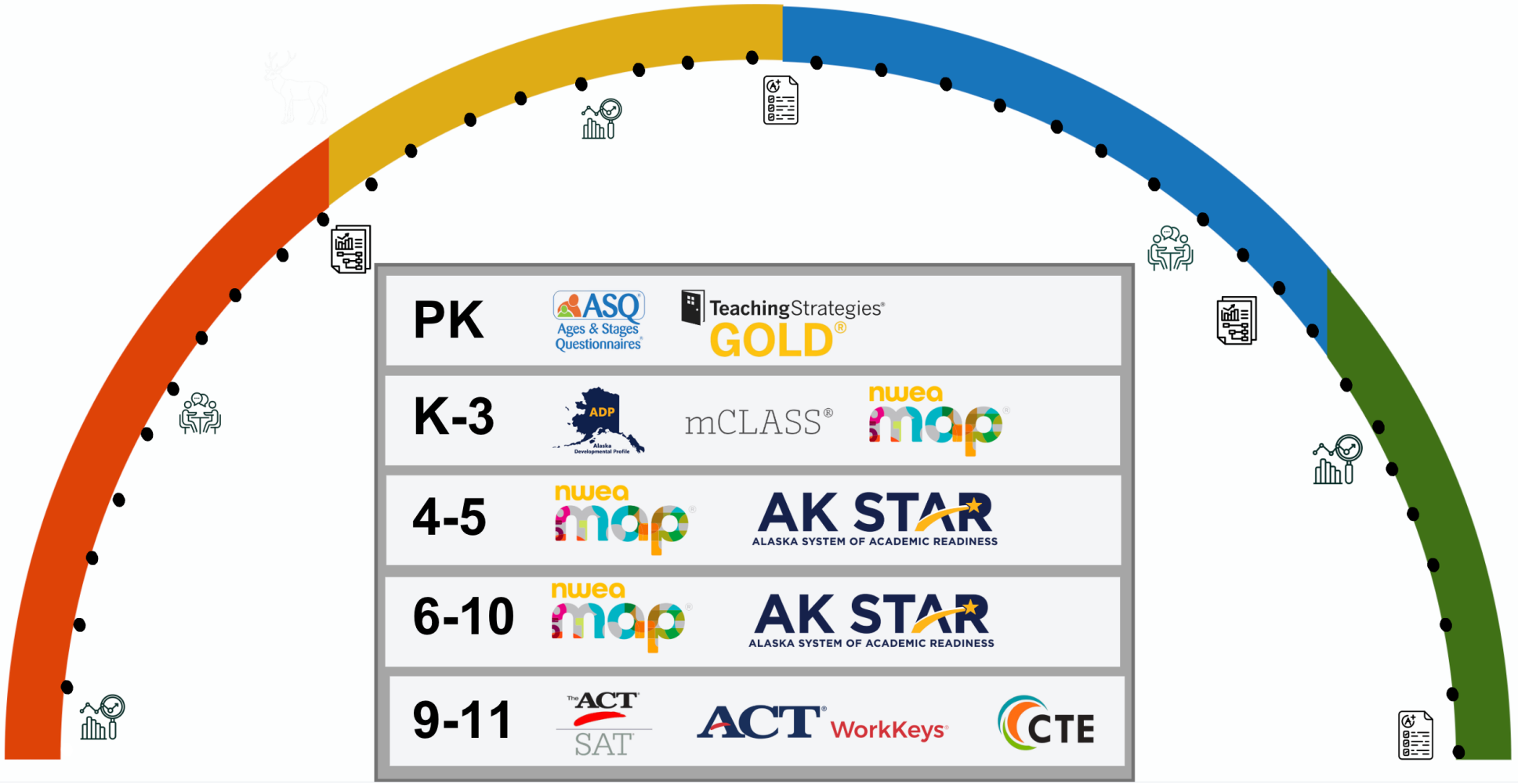
Serving the communities of:

Ambler • Buckland • Deering • Kiana • Kivalina • Kobuk • Kotzebue • Noatak • Noorvik • Selawik • Shungnak

2025-2026 Assessment Windows

Assessment	Grades	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
mCLASS DIBELS 8	**K-8th**	Sept 2-12	Dec 2-13	Apr 20- May1
NWEA Measures of Academic Progress (MAP)	**3rd-10th**	Sept 4-25	Dec 1-12	Mar 30-May 1
Kindergarten Developmental Profile (KDP)	**K•**	Documentation Oct 20		
Teaching Strategies (TS) Gold	**PK**	Checkpoint Nov 7	Checkpoint Dec 12	Checkpoint May 1
Work Keys	**11th-12th**			Feb 3-Mar 14
WIDA ACCESS for ELL	**K-12th**			Feb 3-Mar 14
AK STAR (ELA/Math)	**3rd-10th**			Mar 30-May 1
AK Science	**5th, 8th, 10th**			Mar 30-May 1
Dynamic Learning Maps (AK Alternative Assessment)	**3rd-10th**			Mar 23-May 4
National Assessment of Educational Progress (NAEP) Kiana, Kivalina, Noatak, Noorvik, Shungnak, Selawik	**4th, 8th****			Jan 26-Mar 20

Each Season, Every Child; Gather, Reflect, Grow.



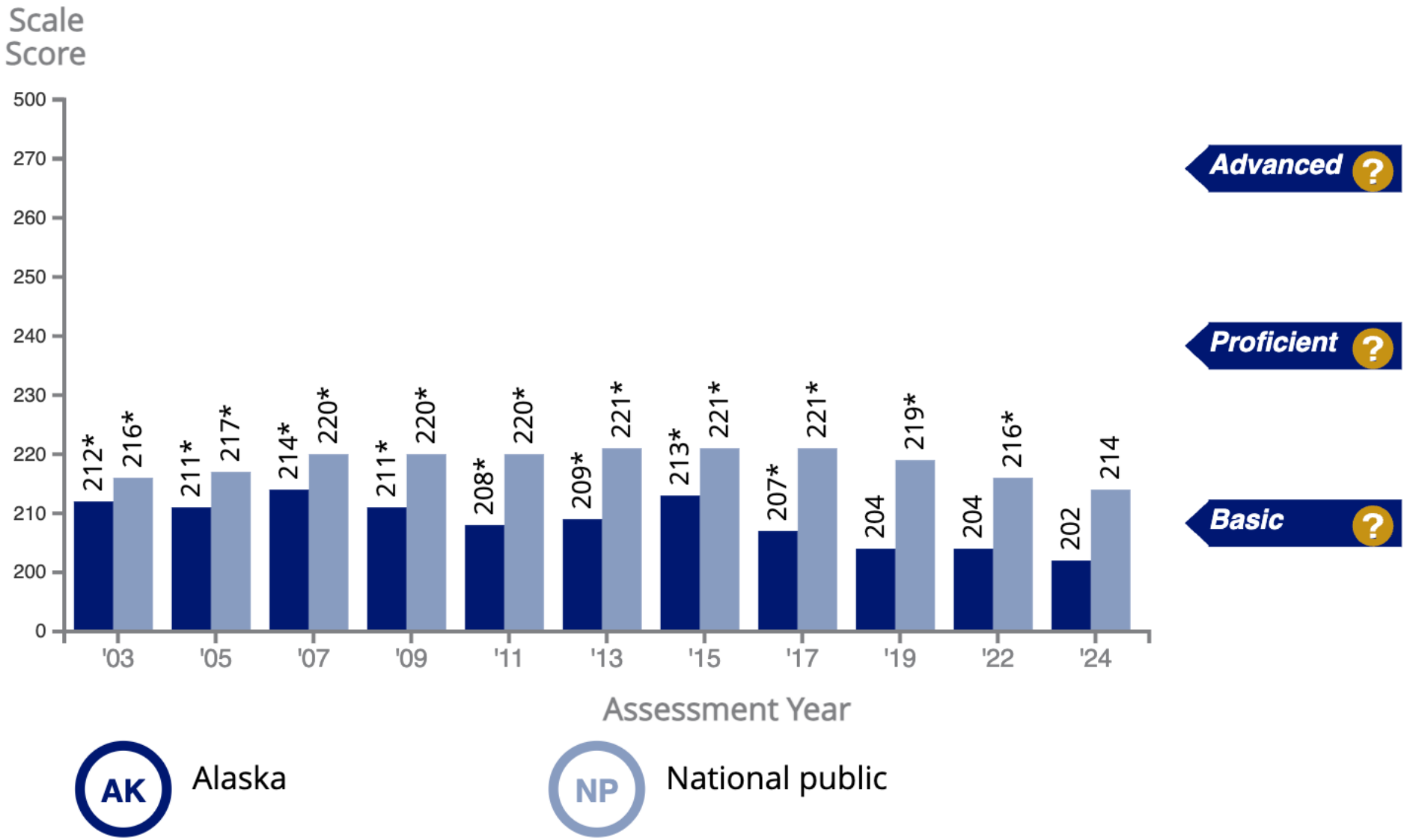
NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS

Northwest Arctic Borough School District - NAEP Participation Summary

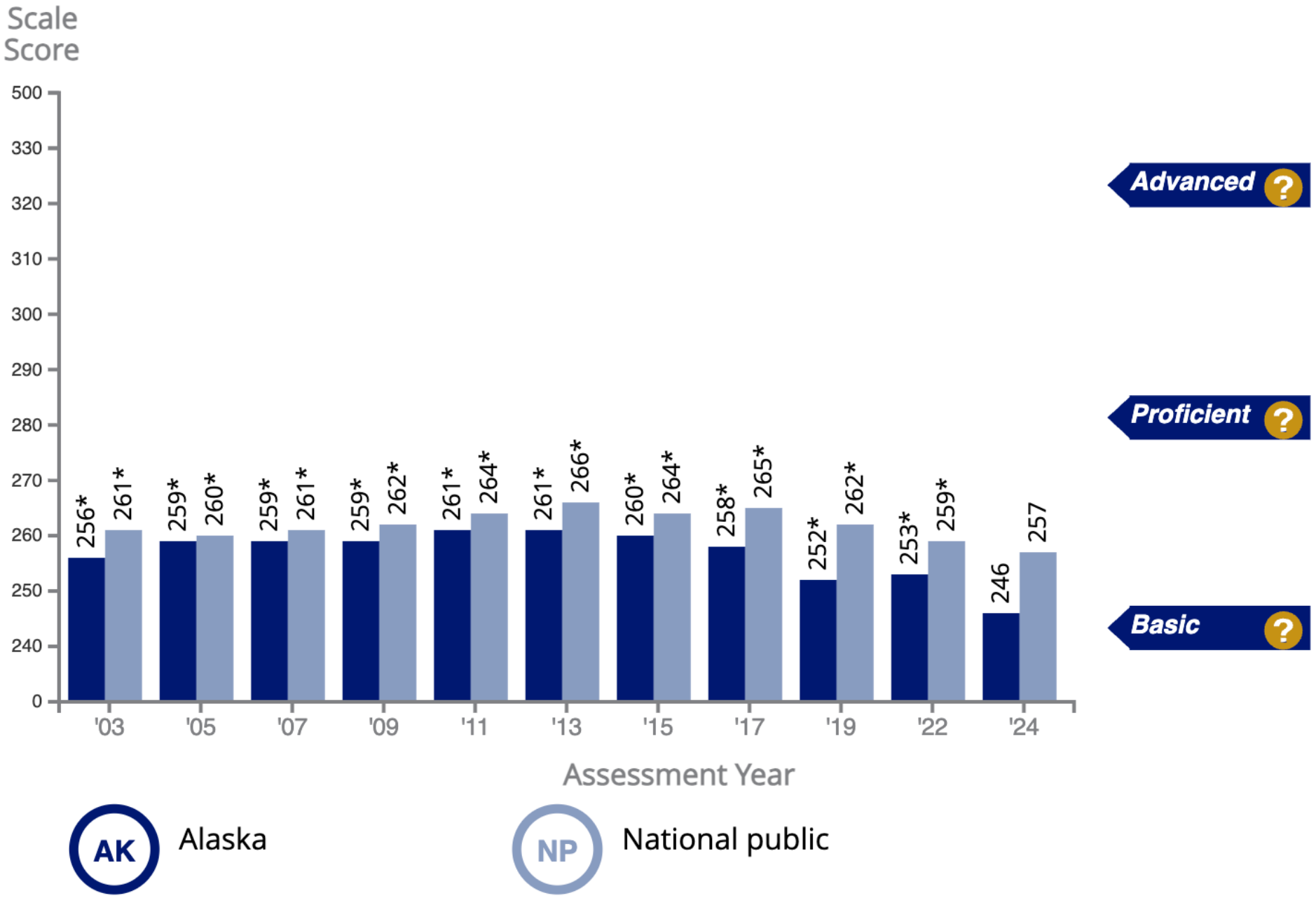
School	2024 NAEP	2026 NAEP
Aqqaluk High / Noorvik Elementary	Grade 8 — Mathematics & Reading	Grades 4 — Mathematics & Reading Grades 8 — Mathematics & Reading
Davis-Ramoth School	Grade 8 — Mathematics & Reading	Grades 4 — Mathematics & Reading Grades 8 — Mathematics & Reading
June Nelson Elementary	Grade 4 — Mathematics & Reading	—
Kiana School	Grade 8 — Science	Grade 4 — Mathematics & Reading
Kisimġiugtuq School	Grade 4 — Mathematics & Reading	Grade 8 — Mathematics & Reading
Kobuk School	Grades 4 — Mathematics & Reading Grades 8 — Mathematics & Reading	—
Napaaqtugmiut School	Grade 8 — Mathematics & Reading	Grade 8 — Mathematics & Reading
Shungnak School	Grade 4 — Mathematics & Reading	Grade 4 — Mathematics & Reading

GRADE 4 | READING

Average scale scores for grade 4 reading, by All students [TOTAL] and jurisdiction: 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, 2022, and 2024



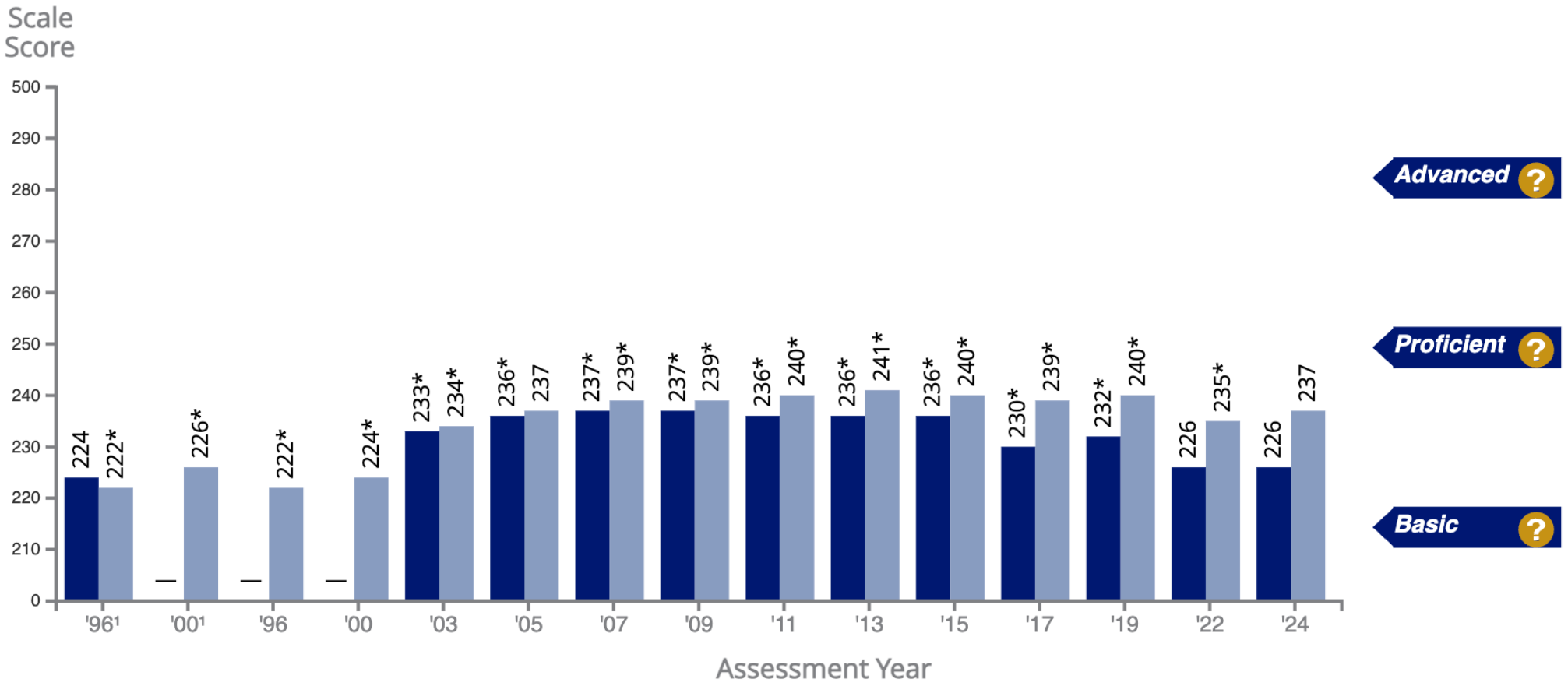
Average scale scores for grade 8 reading, by All students [TOTAL] and jurisdiction: 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, 2022, and 2024



NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS

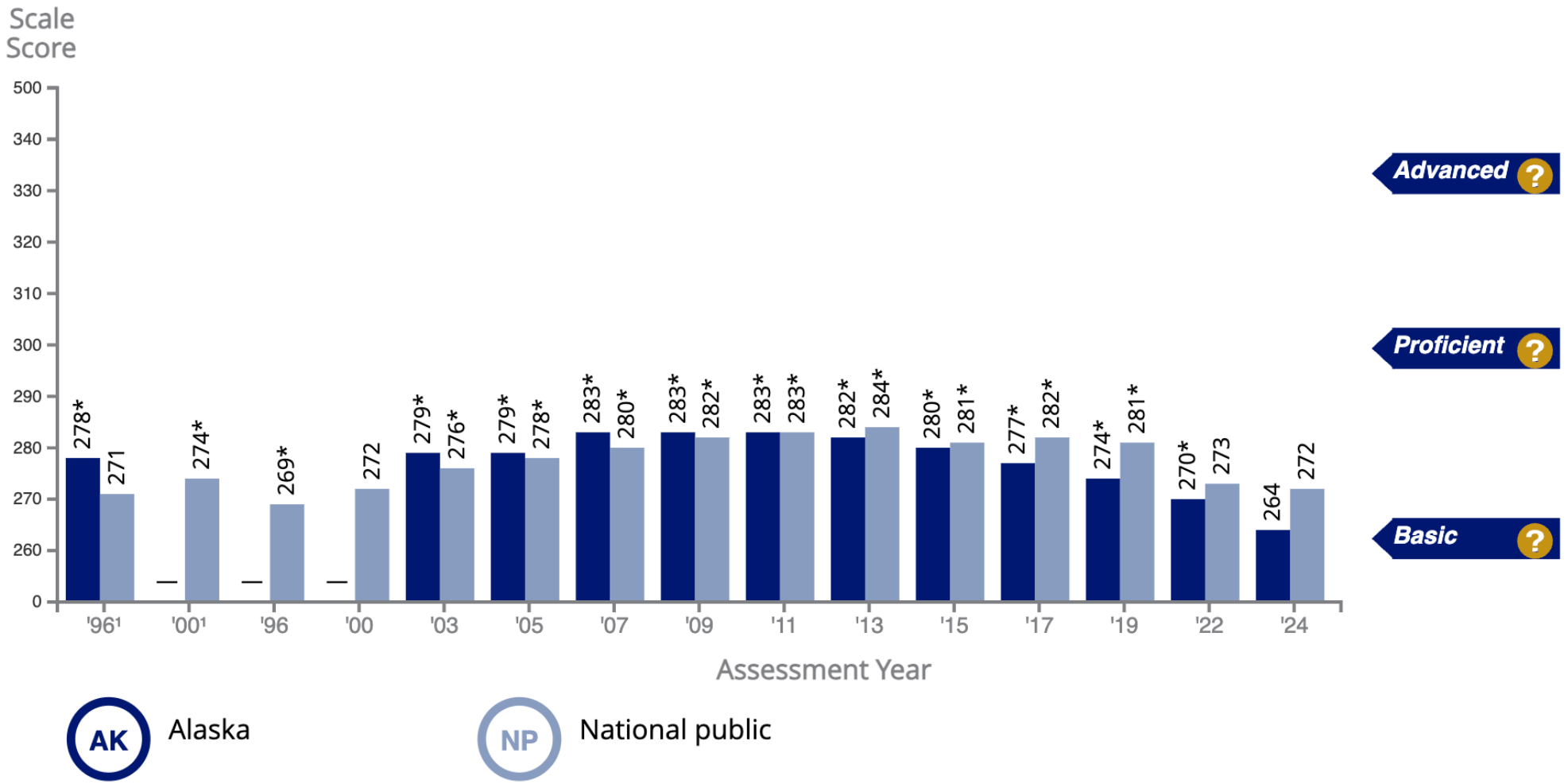
GRADE 4 | MATHEMATICS

Average scale scores for grade 4 mathematics, by All students [TOTAL] and jurisdiction: 1996, 2000, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, 2022, and 2024



GRADE 8 | MATHEMATICS

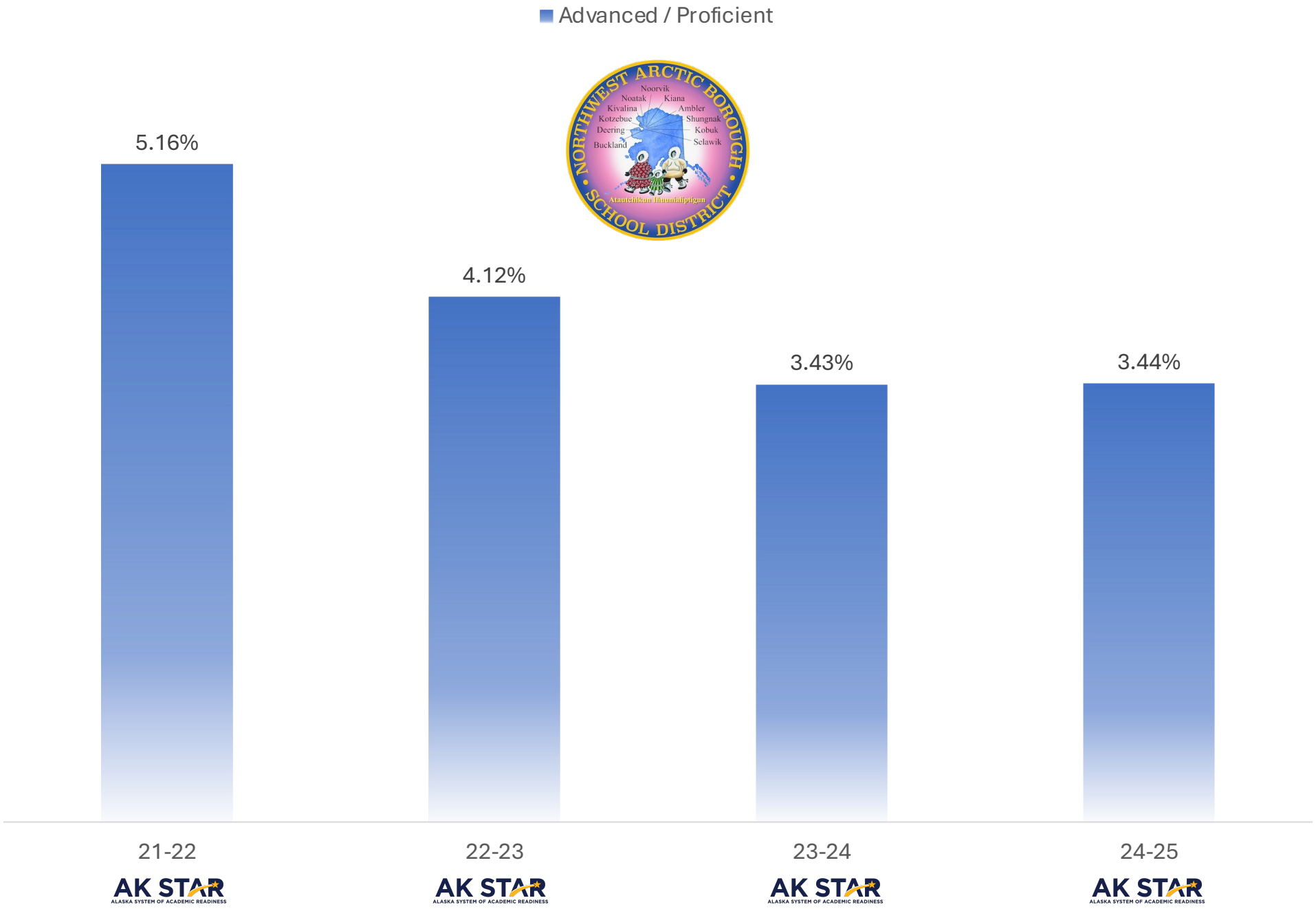
Average scale scores for grade 8 mathematics, by All students [TOTAL] and jurisdiction: 1996, 2000, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, 2022, and 2024



Spring 2025 Results

English Language Arts

Historical ELA Proficiency



AK STAR
ALASKA SYSTEM OF ACADEMIC READINESS

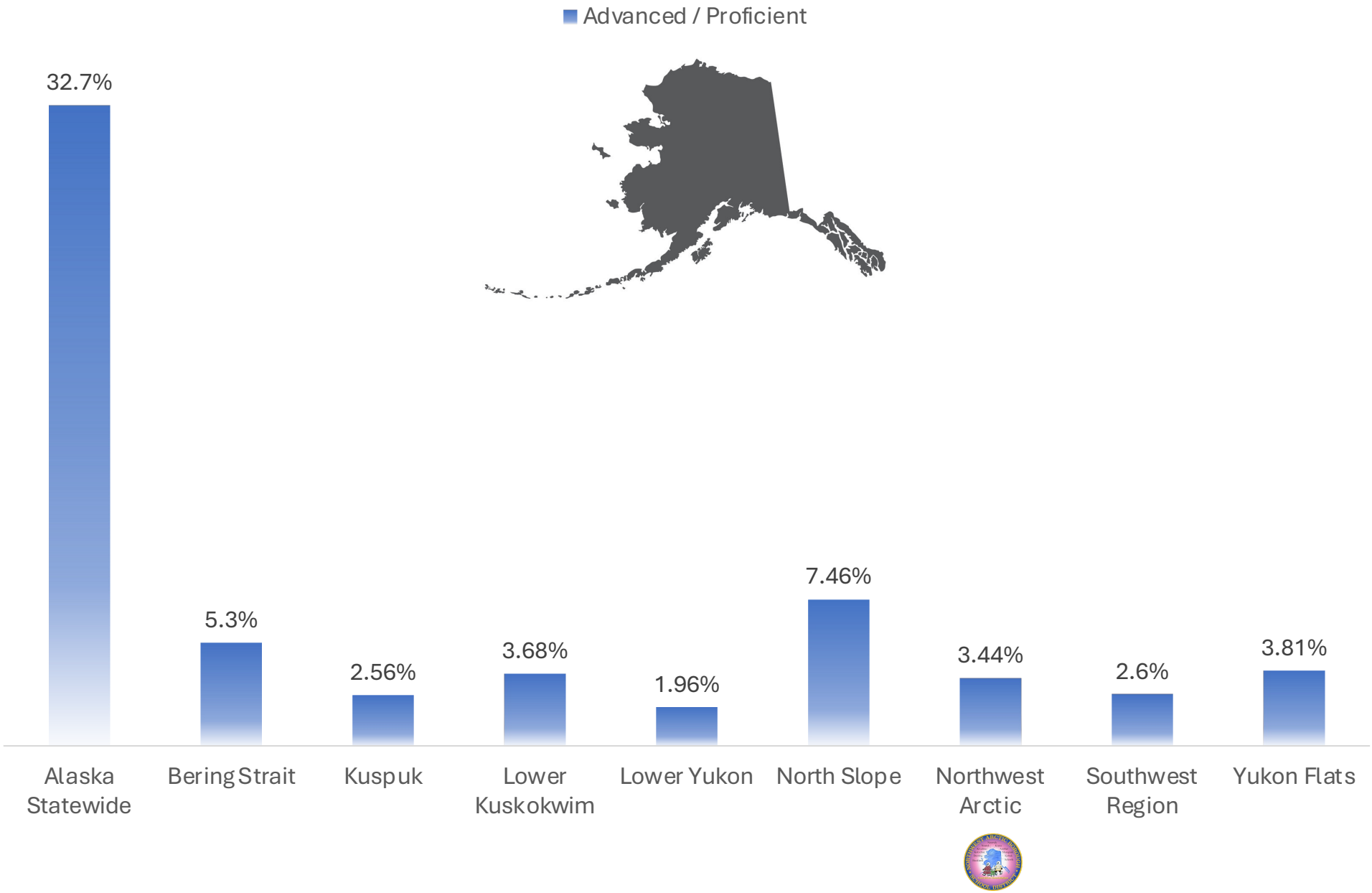
Summative focus-
Measures end-of-year mastery of Alaska ELA Standards.

Comparison view-
District (bottom row in each grade) vs. State (top row).

Color coding-
- Needs Support
- Approaching Proficient
- Proficient
- Advanced

	Number of Students	Average Score	Score Levels
3rd	8284	1571	36% / 35% / 19% / 10%
	127	1553	85% / 10% / 3% / 2%
4th	8028	1579	37% / 30% / 22% / 11%
	120	1555	83% / 17% / 1%
5th	8145	1588	38% / 24% / 27% / 12%
	142	1560	83% / 11% / 6% / 1%
6th	7785	1594	32% / 33% / 23% / 12%
	138	1563	75% / 23% / 2%
7th	7687	1594	42% / 28% / 21% / 9%
	143	1562	87% / 10% / 2% / 1%
8th	7449	1599	42% / 25% / 23% / 10%
	128	1563	88% / 9% / 3%
9th	7039	1601	43% / 26% / 24% / 7%
	131	1570	81% / 15% / 4%

ELA Proficiency By District
Spring 2025



The White-Crowned Sparrow

1 Sparrows are small, common birds. They live in most parts of North America. There are many kinds of sparrows. These birds live in many different places, or habitats. Sparrows can live in the city or the country.

What They Look Like

2 White-crowned sparrows are one kind of sparrow. They are easy to spot. A white-crowned sparrow looks plain gray from far away. When seen up close, this bird has black and white stripes on its head. It also has a pale pink or yellow beak. Its chest is pale gray, and it has white bars on its wings. Its back is soft brown. The white-crowned sparrow's tail is long. The male and female birds look alike.

Where They Live

3 White-crowned sparrows live in bushy areas. Look for these birds in woodlands and thickets, which are areas with lots of trees and bushes. They scratch the ground for food in nearby open areas.

What They Eat

4 White-crowned sparrows eat many kinds of seeds, including sunflower seeds. They like grasses and grains, too. They eat some insects. They also like blackberries.

How They Nest

5 These birds make nests in shrubs. They build them up to ten feet high. The female makes the nest with twigs. Then, she lines the nest with soft grass and feathers. The female lays 3–7 light blue-green eggs. The eggs have brownish spots. It takes the eggs 11–14 days to hatch.

Clear

Read the passage.

Under which heading does the author include information about white-crowned sparrow babies?

- ◯ Where They Live
- ◯ What They Eat
- ◯ How They Raise Their Young
- ◯ What Their Song Sounds Like

ead the passage. Then answer the questions.

In this passage, you will learn the true story of how two young brothers, Joseph and Étienne Montgolfier of France, became inventors of hot-air balloon flight in 1783.

Flying Balloons: The Story of the Montgolfier Brothers

by Joseph Taylor

1 Greek, Latin, and theology were the subjects taught in his school, but it was science and mathematics that interested Joseph Montgolfier. As often as he could, he would steal time from his studies to escape outdoors, where he could let his mind wander and ponder nature.

2 One day, he found himself considering the possibility of flight. Though many had tried, no human had ever flown before. Most people thought it impossible. One noted scientist put it bluntly: "It has been proved that we human beings are incapable of rising from the ground and soaring in the air. Why waste time on attempts at changing nature's basic laws?"

3 Joseph had other ideas. He saw that many things in nature—bubbles, steam, clouds—did rise. "Surely, a human could lift off the ground and fly, too," he told his brother Étienne.

4 Étienne nodded his agreement. "But how?"

5 Joseph grew so frustrated with his formal studies and his father's rigid ways that he left school. He found a job picking mulberry leaves on a farm that raised silkworms. It wasn't exactly the life of a prosperous merchant's son, and his father soon had him returned to school. Joseph only grew more determined to study science and mathematics.

Clear

Read paragraphs 2 and 3. Why did Joseph believe that human flight was possible?

- ○ He had observed elements in nature moving upward.
- ○ He had learned about human flight during his studies.
- ○ He had a dream in which he imagined seeing the world from high above.
- ○ He had heard that scientists were also wondering whether human flight could happen.

Read the passage. Then answer the questions.

from O Pioneers!

by Willa Sibert Cather

1 Carl had changed, Alexandra felt, much less than one might have expected. He had not become a trim, self-satisfied city man. There was still something homely and wayward and definitely personal about him. Even his clothes, his Norfolk coat and his very high collars, were a little unconventional. He seemed to shrink into himself as he used to do; to hold himself away from things, as if he were afraid of being hurt. In short, he was more self-conscious than a man of thirty-five is expected to be. He looked older than his years and not very strong. His black hair, which still hung in a triangle over his pale forehead, was thin at the crown, and there were fine, relentless lines about his eyes. His back, with its high, sharp shoulders, looked like the back of an overworked German professor off on his holiday. His face was intelligent, sensitive, unhappy.

2 That evening after supper, Carl and Alexandra were sitting by the clump of castor beans in the middle of the flower garden. The gravel paths glittered in the moonlight, and below them the fields lay white and still.

3 "Do you know, Alexandra," he was saying, "I've been thinking how strangely things work out. I've been away engraving other men's pictures, and you've stayed at home and made your own." He pointed with his cigar toward the sleeping landscape. "How in the world have you done it? How have your neighbors done it?"

4 "We hadn't any of us much to do with it, Carl. The land did it. It had its little joke. It pretended to be poor because nobody knew how to work it right; and then, all at once, it worked itself. It woke up out of its sleep and stretched itself, and it was so big, so rich, that we suddenly found we were rich, just from sitting still. As for me, you remember when I began to buy land. For years after that I was always squeezing and borrowing until I was ashamed to show my face in

Clear

Which statement is implied by the information in paragraphs 1 through 3?

- ◯ Carl left for the city because he lacked the ability to succeed at farming.
- ◯ Alexandra lacked agricultural training but still succeeded at farming.
- ◯ In the past, Carl questioned whether Alexandra could succeed on her own.
- ◯ Carl and Alexandra once knew each other well but have been separated.

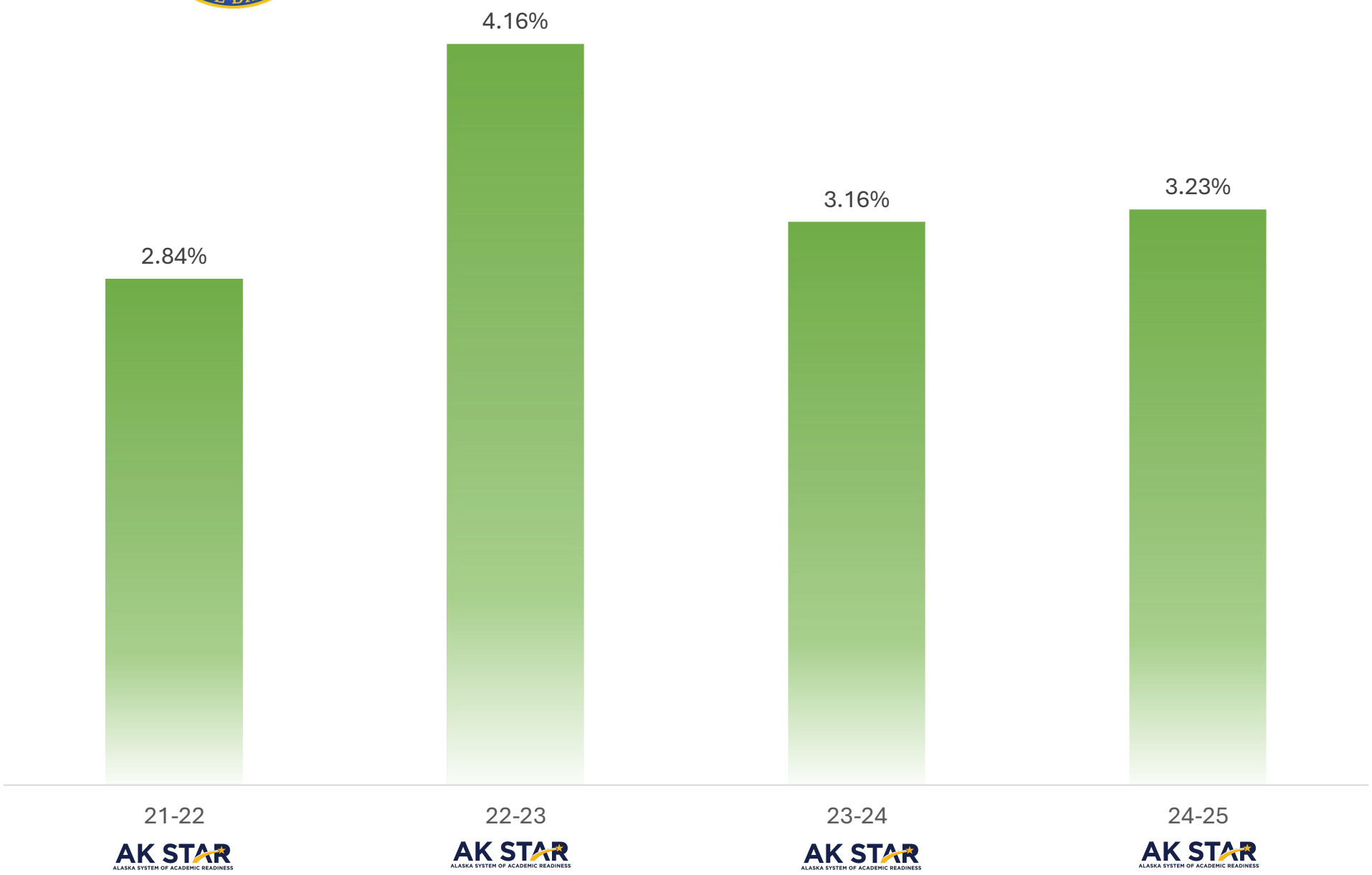
AK STAR

ALASKA SYSTEM OF ACADEMIC READINESS

Spring 2025 Results

Math

Historical Math Proficiency



AK STAR
ALASKA SYSTEM OF ACADEMIC READINESS

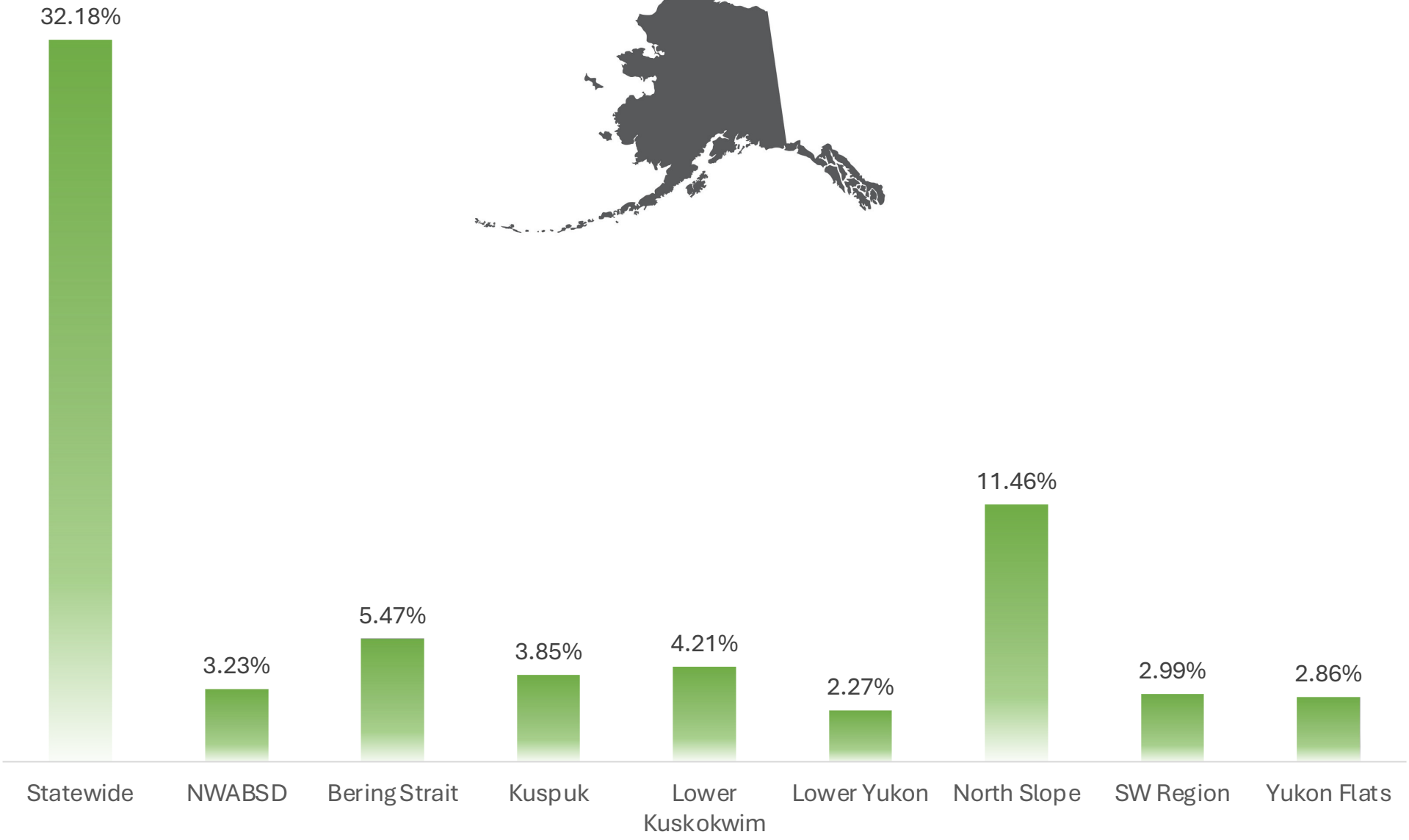
Summative focus-
Measures end-of-year mastery of Alaska math Standards.

Comparison view-
District (bottom row in each grade) vs. State (top row).

Color coding-
- Needs Support
- Approaching Proficient
- Proficient
- Advanced

	Number of Students	Average Score	Score Levels
3rd		1513	46% 21% 24% 9%
		1496	77% 17% 6% 1%
4th		1527	45% 21% 23% 12%
		1503	88% 8% 2% 1%
5th		1536	45% 15% 30% 10%
		1507	88% 8% 4%
6th		1546	47% 22% 23% 8%
		1516	93% 7% 1%
7th		1554	51% 16% 23% 9%
		1519	90% 7% 2% 1%
8th		1563	49% 17% 26% 9%
		1523	89% 8% 3%
9th		1559	62% 21% 12% 5%
		1531	92% 5% 2% 1%

Math Proficiency By District
Spring 2025



Diana had 63 feet of rope. She cut the rope into 7 pieces of equal length.

Which expression represents the length, in feet, of each piece of rope?

Select one answer.

- ◯ 63×7
- ◯ $63 - 7$
- ◯ $63 + 7$
- ◯ $63 \div 7$

AK STAR **Grade 6 Math Practice Test** Question 1
Test Student Name

Magnify Color Pause Help Exit

Tools Markup Guideline Eliminator Reference Sheet Graph Paper

Clear Notepad

What is the value of $23.28 \div 0.3$?

Select one answer.

- 0.776
- 7.76
- 77.6
- 776

Samantha has $35 in her savings account. At the end of each week, she will add $20 to the account.

Which equation can be solved to find the number of weeks w it will take Samantha to have $100 in her account?

Select one answer.

- $100 = (35 + 20)w$
- $100 = \frac{35}{20}w$
- $100 = 20 + 35w$
- $100 = 35 + 20w$

Fall 2025 Results

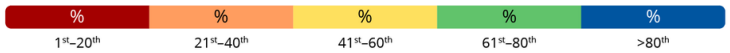
Math

Fall 2025 Math – District Performance Summary

	Median Percentile						Students Tested
All Grades	15th	59%	23%	12%	4%	2%	1039

Fall 2025 Math – Grade-Level Performance Summary

Grade	Median Percentile						Average RIT	Students Tested
Grade 3	17th	53%	22%	18%	6%	1	168	151
Grade 4	17th	55%	28%	10%	6%	1	181	126
Grade 5	19th	53%	31%	12%	3%	1	190	117
Grade 6	14th	63%	27%	8%	1	1	192	140
Grade 7	12th	67%	21%	8%	4%		197	135
Grade 8	10th	68%	18%	10%	2%	2%	201	144
Grade 9	16th	53%	24%	14%	4%	5%	208	111
Grade 10	16th	61%	16%	15%	6%	2%	209	115



Measures-
How well students understand and apply the main areas of math they learn in school—like working with numbers, solving equations, understanding shapes and space, and making sense of charts and graphs.

Concepts-
- Working with numbers and equations
- Shapes, measurement, and charts/graphs
- Comparing amounts and understanding chance
- Solving problems and explaining thinking

Why it matters-
- Shows how well students can use math to solve problems
- Tracks growth over time, not just a single test score
- Identifies what each student is ready to learn next

Fall 2025 Results

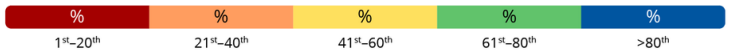
Language Usage

Fall 2025 Language Usage – District Performance Summary

	Median Percentile	1st–20th	21st–40th	41st–60th	61st–80th	>80th	Students Tested
All Grades	17th	56%	22%	13%	7%	2%	995

Fall 2025 Language Usage – Grade-Level Performance Summary

Grade	Median Percentile	1st–20th	21st–40th	41st–60th	61st–80th	>80th	Average RIT	Students Tested
Grade 3	17th	58%	16%	17%	6%	3%	169	151
Grade 4	7th	72%	20%	3%	5%		172	85
Grade 5	13th	59%	26%	7%	7%	1	184	123
Grade 6	15th	57%	27%	13%	2%	1	189	135
Grade 7	14th	61%	21%	13%	4%	1	191	135
Grade 8	17th	57%	19%	13%	10%	1	198	145
Grade 9	26th	46%	23%	18%	8%	5%	201	109
Grade 10	27th	42%	22%	18%	13%	5%	205	112



Measures-
Using language correctly and effectively.

Concepts-
- Grammar and sentence structure
- Punctuation and capitalization
- Writing conventions and mechanics
- Organization and clarity in writing

Why it matters-
- Shows how well students can communicate their ideas clearly and accurately in writing.
- Tracks growth over time, not just a single test score
- Identifies what each student is ready to learn next.

Fall 2025 Results

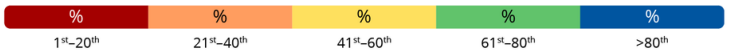
Reading

Fall 2025 Reading – District Performance Summary

	Median Percentile	1st–20th	21st–40th	41st–60th	61st–80th	>80th	Students Tested
All Grades	13th	62%	20%	11%	6%	1	1040

Fall 2025 Reading– Grade-Level Performance Summary

Grade	Median Percentile	1st–20th	21st–40th	41st–60th	61st–80th	>80th	Average RIT	Students Tested
Grade 3	13th	62%	21%	8%	7%	2%	167	152
Grade 4	12th	66%	17%	10%	5%	2%	177	125
Grade 5	13th	67%	19%	7%	6%	1	183	123
Grade 6	11th	70%	14%	11%	5%		190	133
Grade 7	10th	69%	15%	11%	3%	2%	193	137
Grade 8	12th	67%	20%	6%	6%	1	197	142
Grade 9	26th	43%	30%	17%	9%	1	202	108
Grade 10	26th	42%	30%	16%	10%	2%	205	120



Measures-

Students' reading comprehension, vocabulary, and ability to interpret and analyze text.

Concepts-

- Understanding stories and informational texts
- Figuring out word meaning in context
- Connecting ideas and analyzing text structure

Why it matters-

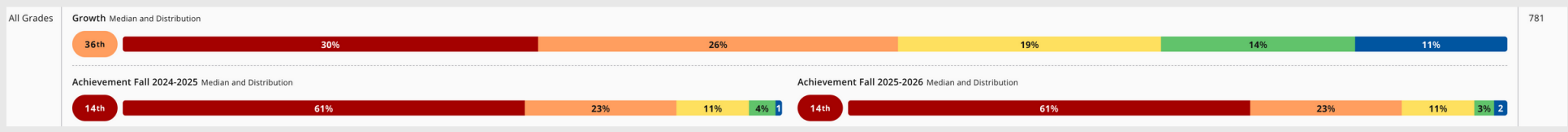
- Shows how well students understand what they read, tracks growth over time, and identifies what they're ready to learn next.
- Tracks growth over time, not just a single test score
- Identifies what each student is ready to learn next.

Fall 2025 Results

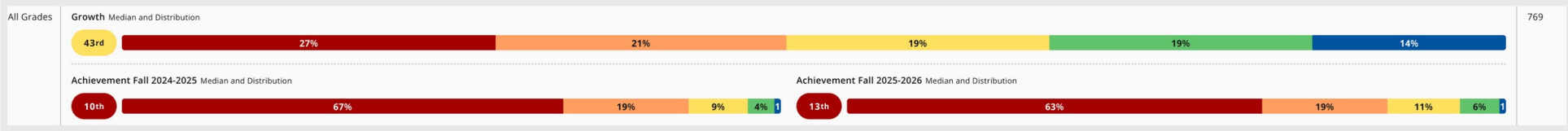
Growth and Achievement Overview

Growth and Achievement Overview

Math

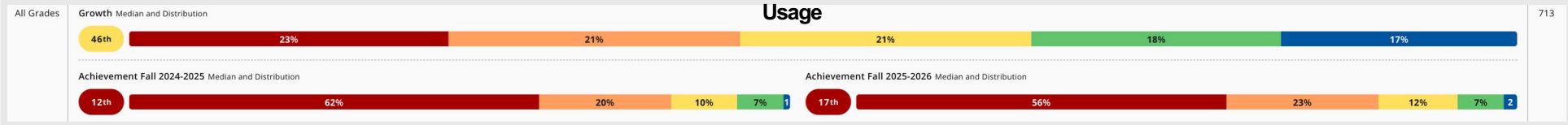


Reading



Language

Usage



MAP Growth shows both achievement (how students are performing at the current time) and growth (how much progress they've made compared to their peers). These results help us understand where our students are starting, how fast they are moving, and where to focus additional support.

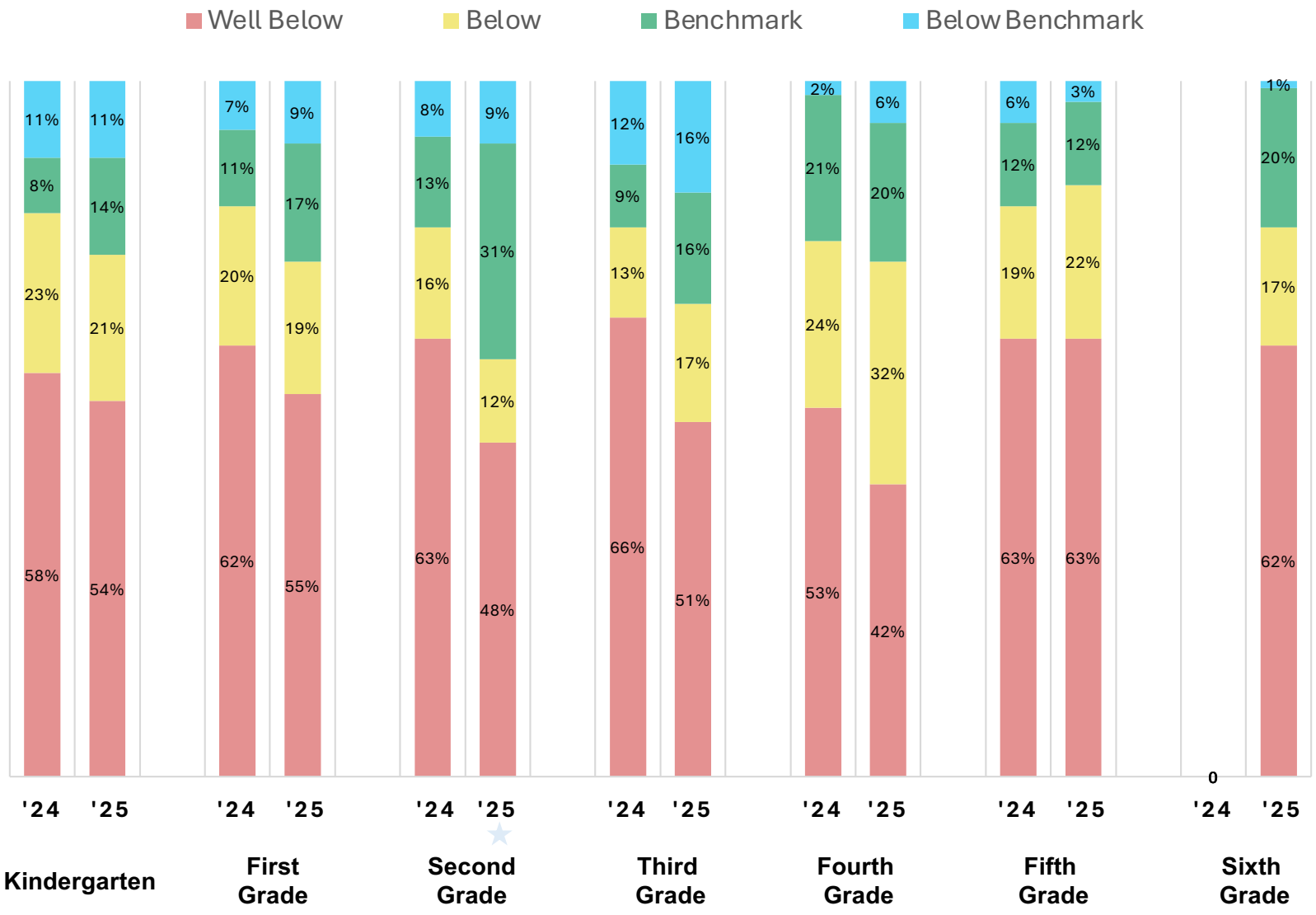
1. ***Growth:*** *Our students are closer to the national average (30s–40s percentiles) — meaning many are making progress at a rate similar to peers.*
2. ***Achievement:*** *Our students are well below the national average (10th–17th percentiles) — meaning they're starting behind and not yet catching up fully.*

mCLASS®

DIBELS® 8TH EDITION

Fall 2025 Benchmark Results

mCLASS®


Well Below
Below
Benchmark
Below Benchmark
11%
8%
23%
58%
11%
14%
21%
54%
7%
11%
20%
62%
9%
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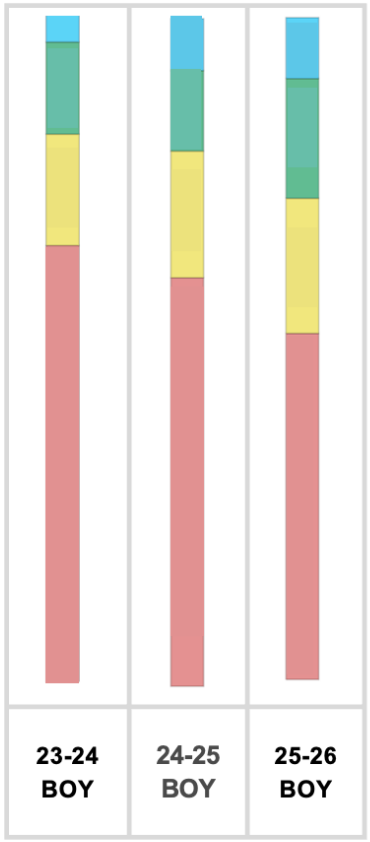
20%
32%
42%
6%
12%
19%
63%
3%
12%
22%
63%
0
1%
20%
17%
62%
'24
'25
Kindergarten
First Grade
Second Grade
Third Grade
Fourth Grade
Fifth Grade
Sixth Grade

mCLASS®

Amplify's mCLASS with DIBELS 8th Edition is a research-based universal screener and progress monitoring tool that identifies at-risk students and provides detailed insight into their reading development.



Key shifts since 23–24:

Well Below: ↓ 13 points

Below: ↑ 3 points

On: ↑ 4 points

Above: ↑ 6 points

Above Benchmark (65th–99th percentile)
Students are on track or ahead of grade level.

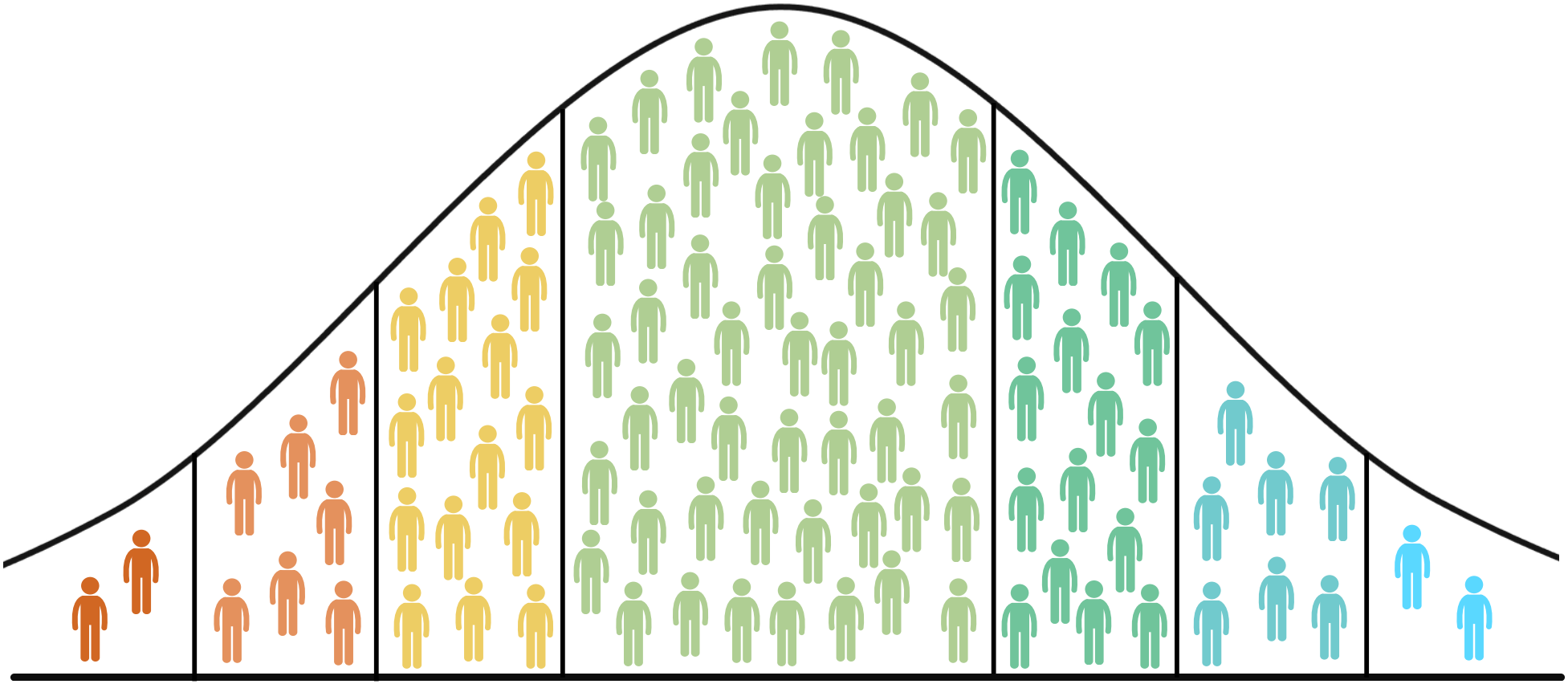
Benchmark (55th–64th percentile)
Students are meeting expectations but may need light monitoring.

Below Benchmark (30th–54th percentile)
Students are at some risk and benefit from targeted support.

Well Below Benchmark (<30th percentile)
Students are at high risk and need intensive reading support.

Normal Curve

in percentiles



2nd	9th	25th	50th	75th	91st	98th
Extremely Low	Very Low	Low Average	**Average**	High Average	Very High	Extremely High

Questions?