

# Assessments Plan

BHS/BHA: SY 25/26



Aimsweb (ELA and Math)  
District Writing Assessment  
DESSA  
WIDA  
ACT and Pre-ACT  
Armed Services Vocational Aptitude Battery (ASVAB)

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## Aimsweb (ELA and Math)

- **Who:**
  - All students
- **When:**
  - Fall Benchmark Window: August 21 - September 30, 2025
  - Winter Window: December 1, 2025 - February 6, 2026
  - Spring Window: May 4 - June 4, 2026
- **Where:**
  - Testing will take place in ELA and Math classrooms.
- **The Goal:**
  - BHS's/BHA's goal is to test 95% of students enrolled in an ELA and/or Math class.
- **Administration Plan:**
  - Math - Students will complete the Aimsweb Math assessment in their classrooms during the following dates below.
    - Fall: Week of Sept. 8-12 (Max 2 days)
    - Winter: Week of Dec. 8-12 (Max 2 days)
    - Spring: Week of May 4-8 (Max 2 days)

- ELA - Students will complete the Aimsweb ELA assessment in their classrooms during the following dates below. Ruth Shea will be in BHS for 5 days during each of the testing windows to administer the ORF to identified students.

- Fall: **Begin week of Sept. 15, continue into the next week (if needed).**
  - **ORF will happen Sept. 22 - Oct 3**
- Winter: **Begin week of Dec. 1, continue into the next week (if needed).**
  - **ORF will happen Jan 5-16**
- Spring: **Begin week of May 4, continue into the next week (if needed).**
  - **ORF will happen May 11 - May 22.**

- **Data Utilization Plan:**

- These benchmark assessments measure foundational skills in literacy and numeracy to identify student growth trajectories and inform targeted instructional interventions. Oral Reading Fluency Benchmark assessments target identified students to measure reading accuracy and speed, critical indicators for reading comprehension development. This data will be utilized as follows: Following each testing window, instructional coaches will distribute comprehensive data folders to advisory teachers within two weeks of the window closing, organized by grade level to align with the advisory structure. These folders will contain current Aimsweb Math and ELA assessment results alongside historical data dating back to students' freshman year fall benchmark, allowing advisory teachers to facilitate meaningful conversations about academic growth and progress with their cohort of students throughout their four-year high school journey. Additionally, district writing assessment data will be incorporated into these folders to provide a more comprehensive academic profile. The longitudinal data will inform instructional decisions and guide student placement in subsequent semester courses, ensuring that progression, growth, and proficiency indicators directly influence educational planning, including identification of students requiring intervention support or enrichment opportunities, with data directly informing targeted adjustments in ELA and Math course instruction. This approach extends data-driven conversations beyond traditional ELA and Math classrooms, creating a school-wide culture of academic awareness and student advocacy.

## District Writing Assessment

- **Who:**
  - All students
- **When:**
  - Fall Window: October 20 - November 7, 2025 **(Will be administered Oct 20-24)**
    - 9th Grade (3 class periods)
    - 10th Grade (3 class periods)
    - 11th Grade (2 class periods)
    - 12th Grade (1 class period)
  - Winter Window: February 2 - 20, 2026 **(Will be administered Feb 9-13)**

**Commented [1]:** My Access training for new ELA teachers and SPED teachers with Violet will take place 8/24 3:00-4:00 (Diane Horne, Britney Shooter, Angie Pepion, Henriette Swanson)

**Commented [2]:** We'll also want to invite Greg Klauk, Nick Rink, and Jake Arrowtop to this... I'll send the invite to those three guys...

- 9th Grade (3 class periods)
  - 10th Grade (2 class periods)
  - 11th Grade (1 class period)
  - 12th Grade (1 class period)
- Spring Window: April 27 - May 15, 2026 (Will be administered May 11-15)
  - 9th Grade (3 class periods)
  - 10th Grade (2 class periods)
  - 11th Grade (1 class period)
  - 12th Grade (1 class period)

- **Where:**

- The Writing Assessment will be delivered in all ELA classrooms.

- **The Goal:**

- BHS's/BHA's goal is to test 95% of students enrolled in an ELA class.

- **Administration Plan:**

- Students will complete the Writing Assessment in their ELA classrooms beginning on the dates above. The progressive reduction in class periods allocated for each grade level is designed to prepare students for college readiness, specifically the ACT writing assessment which allows approximately 40 minutes for completion. Freshmen and sophomores receive three class periods (141 minutes) initially to develop foundational writing skills and confidence, while sophomores transition to two periods (94 minutes) by winter to begin building time management skills. Juniors experience a systematic reduction from two periods in fall to one period (47 minutes) by winter, closely approximating the ACT timeframe and ensuring they are well-prepared for the high-stakes testing environment they will encounter. This scaffolded approach allows students to demonstrate growth in both writing proficiency and efficiency under increasingly time-constrained conditions.

- **Data Utilization Plan:**

- Following each testing window, instructional coaches will distribute comprehensive data folders to advisory teachers within two weeks of the window closing, with writing assessment data integrated alongside Aimsweb results to provide a holistic view of student academic performance. The data will demonstrate students' progression in timed writing proficiency as they advance through grade levels, showing growth in both writing quality and efficiency under increasingly constrained time conditions. Advisory teachers will use this longitudinal data to facilitate conversations about college and career readiness with their cohort of students, emphasizing how improved performance under time pressure directly correlates to ACT preparedness and post-secondary success. This data will inform instructional decisions regarding writing intervention needs, advanced placement opportunities, and individual student support strategies, ensuring that growth and proficiency indicators guide educational planning across all content areas. The integration of writing assessment data with Aimsweb results creates a

comprehensive academic profile that supports data-driven instruction and student advocacy throughout the four-year high school experience.

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## DESSA

- **Who:**
    - All students will be screened by their advisory teacher.
  - **When:**
    - Fall Screening Window: October 6 - 24, 2025
    - Winter Screening Window: February 2 - 20, 2026
    - Spring Screening Window: May 4 - 22, 2026
  - **Where:**
    - All DESSA assessments will take place during Advisory time.
  - **The Goal:**
    - 100% of BHS students will be screened.
  - **The Plan:**
    - All students will be assessed by their advisory teacher using the mini-screener. For those students who score in the NEED, their counselor will assist them in completing the Student Self Report
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## WIDA

- **Who:**
  - All ELL identified students.
- **When:**
  - Jan 5, 2026 - March 6, 2026
- **Where:**
  - Empty classrooms
- **The Goal:**
  - Our goal is to have 95% of ELL students complete all four subtests of WIDA.
- **Administration Plan:**
  - Prior to the start date, BHS test coordinator (Kari) will meet with Violet to develop a plan for testing 95% of the identified students. The administration plan includes:
    - Recruit certified staff to assist with testing

**Commented [3]:** @karim@bps.k12.mt.us

Wanna take a look at this section specifically to make sure the info and language is correct?

Thanks!

\_Assigned to karim@bps.k12.mt.us\_

- Extended contract provisions for testing staff
- Create comprehensive calendar/schedule of testing
- Designate specific classrooms to be used for each testing session
- Implement staff member sign in/out sheet system
- Kari will coordinate student testing schedules randomly throughout the testing window
- Special Education teachers will test their identified ELL students:
  - Mrs. Shooter
  - Ms. Pepion
  - Ms. Swanson

- ***Data Utilization Plan:***

- The WIDA assessment measures English language proficiency across four critical domains—Speaking, Listening, Reading, and Writing—to identify language acquisition trajectories and inform targeted instructional interventions for English Language Learners. This comprehensive language assessment tracks student progression through WIDA's proficiency levels (Entering, Emerging, Developing, Expanding, Bridging, Reaching) to demonstrate growth in academic language development. Following each testing window, the building test administrator (Kari) will distribute comprehensive data folders to advisory teachers within two weeks of the window closing, with WIDA results integrated alongside Aimsweb and Writing Assessment data for ELL students. Additionally, all ELA teachers will receive WIDA data for their ELL students to inform differentiated instruction strategies. Each domain provides specific instructional guidance: Speaking and Listening data inform oral language development and classroom participation strategies, while Reading and Writing results guide literacy intervention approaches and academic vocabulary development. Advisory teachers will use this longitudinal data to facilitate conversations about language acquisition progress and academic growth with ELL students and their families, emphasizing how improved proficiency levels correlate to increased access to grade-level content and post-secondary opportunities. The integration of WIDA data with other assessment results creates a comprehensive academic profile that supports culturally responsive, data-driven instruction and ensures ELL student advocacy throughout their language acquisition journey and four-year high school experience.

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## ACT and Pre-ACT

- ***Who:***
  - Sophomores (Pre-ACT)
  - Juniors (ACT)
  - Seniors (ACT makeup - if necessary)
- ***When:***
  - National ACT Fall Testing Date (Seniors): TBD

- National ACT Winter Testing Dates (Seniors): TBD
- ACT Testing Date (Juniors): March 24 - May 1, 2026
- ACT Makeup Testing Dates (Juniors): Weeks of April 7 - 17 / April 21 - May 1, 2026
  - Testing Dates: April 15, 16, 2026
  - Makeup Dates: April 21 (maybe 22), 2026
- Pre-ACT Testing Dates (Sophomores): March 16 - March 20, 2026

- **Where:**

- ACT and Pre-ACT testing will take place at BHS and BHA (specific classroom(s) TBD).

- **The Goal:**

- BPS's goal is to have 95% of Juniors complete the ACT.

- **Administration Plan:**

- The ACT serves as Montana's primary college readiness assessment, measuring student proficiency in English, Mathematics, Reading, and Science to determine preparedness for post-secondary education and career pathways. Junior students will complete the ACT during the designated state testing window, with comprehensive makeup opportunities available to ensure maximum participation rates. The building test coordinator will work closely with guidance counselors to identify and schedule all eligible juniors, maintaining detailed rosters and tracking completion rates throughout the testing period. Special accommodations will be coordinated through the Special Education department for students with documented IEPs or 504 plans requiring extended time or alternative testing environments.

Pre-ACT administration for sophomores provides valuable preparation and baseline data, allowing students to familiarize themselves with the ACT format and identify areas for academic focus during their junior year. This preparatory assessment occurs one week prior to junior testing, creating a supportive testing culture and reducing anxiety for the following year's high-stakes assessment.

- **Data Utilization Plan:**

- ACT results provide comprehensive college readiness indicators across four academic domains, directly informing post-secondary planning and instructional decision-making. Following score release, the guidance counseling team will distribute individual student reports within two weeks, facilitating one-on-one conferences with juniors to discuss college admission requirements, scholarship opportunities, and potential areas for academic improvement. ACT benchmark scores (English: 18, Mathematics: 22, Reading: 22, Science: 23) will guide course placement decisions for senior year, including Advanced Placement enrollment recommendations and dual credit eligibility determinations. Students scoring below benchmarks will receive targeted intervention through advisory discussions and may be recommended for additional academic support or ACT preparation resources.

Pre-ACT data for sophomores will be integrated into advisory conversations to establish junior year academic goals and course selection strategies. This baseline data helps identify students who may benefit from additional college preparation coursework or ACT prep programs during their junior year. Both ACT and Pre-ACT results will be incorporated into the comprehensive data folders distributed to advisory teachers, creating a complete college readiness profile that supports informed conversations about post-secondary pathways, scholarship applications, and career exploration opportunities. The longitudinal tracking of Pre-ACT to ACT performance demonstrates student growth in college readiness and informs curriculum adjustments to better prepare future cohorts for post-secondary success.

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### Armed Services Vocational Aptitude Battery (ASVAB)

- **Who:**
  - Students who are interested in the military after graduation.
- **When:**
  - Spring 2026
- **Where:**
  - Classroom and/or Instructional Coaches Room
- **The Goal:**
  - To identify graduating students who are interested in enlisting in the military and have them take the ASVAB.
- **Administration Plan:**
  - The ASVAB serves as both a military qualification assessment and career exploration tool, measuring aptitudes in various academic and vocational areas to determine military occupational specialty (MOS) eligibility and career pathway alignment. The guidance counseling department will work collaboratively with military recruiters to identify interested students through senior exit interviews, career interest surveys, and individual counseling sessions focused on post-secondary planning. Students expressing military interest will be informed about ASVAB testing opportunities and the benefits of taking the assessment for career exploration, even if military service is not their primary post-graduation plan.

The building test coordinator will schedule ASVAB administration in coordination with military recruiting personnel, ensuring adequate testing space and appropriate supervision. Testing will accommodate both students committed to military service and those exploring military careers as one of several post-secondary options. Parents and guardians will be notified of their student's participation, and results will

be shared directly with students to support informed decision-making about military enlistment and career pathways.

- **Data Utilization Plan:**

- ASVAB results provide comprehensive aptitude profiles across ten subject areas, directly informing military career counseling and post-secondary pathway decisions. Following score release, guidance counselors will facilitate individual conferences with participating students within two weeks, reviewing Armed Forces Qualification Test (AFQT) scores for military eligibility and discussing specific aptitude strengths that align with various military occupational specialties. Students meeting military qualification standards will be connected with appropriate branch recruiters for detailed career exploration and enlistment discussions.

For students scoring below military qualification thresholds, counselors will explore alternative post-secondary pathways while identifying academic strengths revealed through the aptitude battery that may inform civilian career exploration or additional education opportunities. ASVAB aptitude data will be integrated into comprehensive post-secondary planning conversations, helping students understand how their measured strengths in mechanical comprehension, electronics information, or verbal skills translate to both military and civilian career opportunities.

The assessment results will inform recommendations for dual credit courses, vocational training programs, or additional academic preparation that aligns with identified aptitudes, ensuring that military-bound students receive comprehensive career guidance that supports informed decision-making about their post-graduation pathways. This data-driven approach to military career counseling ensures students have accurate information about their qualifications and career options within the armed services while maintaining connections to alternative pathways based on their individual strengths and interests.