Comprehensive Assessment Plan

2025-2026

CONTENTS

RESOURCES

- District Assessment Coordinator (DAC) contact information:
  - Brandon Lowe, Assessment, Data, and Research Coordinator
    - Email: blowe@isd191.org
    - Phone: 952-707-6283
  - Tausha Chamberland, Administrative Assistant
    - Email: tchamberland@isd191.org
    - Phone: 952-707-6279
- Links and resources:
  - MDE Statewide Testing
  - MDE Family Statewide Testing
  - One91 Assessment Overview Site

ASSESSMENT COMMITTEE

Purpose

The purpose of the assessment committee is to evaluate the comprehensive assessment program of the school district and provide recommendations for approval or revisions to the superintendent.

Authority

Board Policy 613 - Graduation Requirements: The policy identifies the district assessment coordinator and the requirement for a comprehensive assessment plan for the school board. Link

Board Policy 614 - School District Assessment Program: It shall be the policy of the School Board that a comprehensive standardized assessment program be established and maintained: for internal and external accountability; that meets federal and state requirements; to evaluate the total program of the school district; to measure progress of students; and for student program placement in core instruction, enrichment and intervention. Link

Board Policy 615 - Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and EL Students: The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § 504 accommodation plan (504 plan), or English Language (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students. Link

Board Policy 616 - School District System Accountability: The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota K-12 Academic Standards and federal law. Link of all.

- The family, as defined by each culture, is the primary system of support in the education of children.

The committee also operated under the Ten Minnesota Commitments to Equity, specifically commitments 1, 3, 7, and 9. Link

- Commitment 1: Prioritize equity: Set and communicate a vision and targets for high outcomes for all students.
- Commitment 3: Measure what matters: Use relevant and meaningful data. Hold each other accountable for equity.
- Commitment 7: Monitor equitable implementation of standards: Improve the quality of curriculum and instruction for all students.

- Commitment 9: Improve conditions for learning: Focus on school culture, climate, and social-emotional development. Connect teaching to the experiences, assets, and needs of students.

Organization

As part of a broader effort to strengthen internal systems, a systems evaluation group was established to focus on assessment. This system evaluation group's theory of action states:

> If district and school leadership teams annually review student academic, behavior, and SEL outcomes and use the data to plan for program improvements, achievement gap reduction, professional learning, and resource allocation, then decisions will more effectively address barriers and resources will be allocated for stronger implementation of district initiatives.

Membership Responsibilities

Members of the group attended monthly meetings, provided insight based on their experience, and recommended a comprehensive plan to the District One91 School Board.

Members

Brandon Lowe, Assessment, Data, and Research Coordinator, District 191
Jaimie Howe, Systems Improvement and Student Achievement Coordinator, District 191
Imina Oftedahl, Director of Curriculum, Instruction, and Assessment, District 191
Jon Bonneville, Principal, William Byrne Elementary School
M.J. Gunderson, School Psychologist, Burnsville High School
Casey Ewert, Board Certified Behavior Analyst, District 191
Jessie Bakeberg, Math Coach, Nicollet Middle School
Lyle Bomsta, Principal, Edward Neill Elementary School
Katie Salmela, District Media and Technology Specialist, District 191
Billie Retzlaff, Board Certified Behavior Analyst, District 191

ASSESSMENT OVERVIEW

Role of Assessment

Every student follows a unique learning journey. In order to help each learner continually grow, educators need clear and accurate information about where students are in their learning to help them progress. High-quality assessment tools are truly the building blocks of accelerating learning: they enable every educator to efficiently inform instruction, effectively guide reteaching and additional practice, and pace instruction according to student, group, and classwide needs. A comprehensive assessment system also provides the foundation for a district's multi-tiered system of support (MTSS), driving key decisions around how to support the universal tier, students who need additional support in order to succeed, and whether interventions are effective.

Assessment Types

There are different types of assessments, each with its own purpose. By having a comprehensive assessment plan, there is the flexibility to select the right assessments to meet the unique needs of students.

<u>Classroom Formative</u>

Classroom formative assessment confirms that specific learning has taken place and provides data to inform instruction that follows. Classroom formative assessments are used continually and routinely (often on a daily basis) to monitor student learning, identify where students struggle, and determine where misconceptions exist so that teachers can take the right next step to help move learning forward.

Key Questions for Educators	Did students learn what was just taught? What should I teach next?
Key Questions for Parents & Caregivers	Did my child learn what the teacher just taught? Is my child ready to move on to new learning?
When	Ongoing
Who	All students or small groups

Universal Screening

Universal screening identifies students in need of additional assistance in order to meet learning goals. Educators use universal screening data as a check on student progress, to monitor whether students are growing at needed rates, and to identify opportunities for Tier 1 improvements.

Key Questions for Educators	Who is at risk? Are students growing at expected rates?
Key Questions for Parents & Caregivers	Is my child at risk of falling behind? Might my child be considered for extra support?
When	3–5x/year
Who	All students

Diagnostic

Diagnostic assessment is the process of using multiple measures and reports to identify student strengths and needs in specific skill areas, so teachers can provide instruction to address learning needs.

Key Questions for Educators	What is the specific area of need?
Key Questions for Parents & Caregivers	What is my child's specific area of need?
When	2–3x/year
Who	Students or groups flagged by screening

Progress Monitoring

Progress monitoring evaluates progress toward a learning target, per the rates of improvement for the specific skill being targeted by an intervention. Progress monitoring assessments are very sensitive to growth and help educators accurately track student progress toward their goals. Progress monitoring tools help educators efficiently remove students from interventions when they are no longer needed, and prevent students from receiving ineffective interventions for prolonged or indefinite periods of time. Progress monitoring can also help educators determine when interventions are insufficient to meet student needs and a special education referral may be needed.

Key Questions for Educators	Is the intervention working?

	Is the student on track to meet their goal?
Key Questions for Parents & Caregivers	Is the intervention helping my child? Is my child on track to meet their goal?
When	At minimum 1–4x/month, as required
Who	Students receiving Tier 2 or Tier 3 interventions

Benchmark/Common Formative

Benchmark/common formative assessments measure students' proficiency in mastering learning standards. Benchmark/common formative assessments are aligned to a pacing calendar and the district's scope and sequence. Benchmark/common formative data can be aggregated and used to analyze class, school, and district trends in learning.

Key Questions for Educators	Are students mastering standards? If not, what can we do about it?
Key Questions for Parents & Caregivers	Is my child learning what they are supposed to be learning? If not, what can be done about it?
When	2–3x/year
Who	All students based on grade level

Summative

Summative assessments evaluate, certify, and/or grade learning at the end of a specific period of instruction. Summative assessments enable central, aggregated data tracking around trends, groups of students, and equitable practices.

Key Questions for Educators	Did students master the content (knowledge and skills)?
Key Questions for Parents & Caregivers	Did my child learn what they should have learned?
When	End of year, end of term, end of course
Who	All students

Intended Uses

Data is used to identify where students are in their learning process. Data is used by schools to provide students with a level of support they require to meet grade-level expectations. Data informs the supports at all levels; classroom-wide instruction and support for all students, targeted support, and intensive support. Data is intended to be reviewed continuously to ensure a continuum of supports for students to reach their next level of learning. While educators use data to identify students who need targeted support, they are also cognizant that labels are not used to limit or create barriers for students to access opportunities. Data supports a greater understanding of student thinking and allows educators to address misconceptions about content.

Unintended Consequences

We acknowledge that one assessment does not create a picture of the whole child. With all data, unintended consequences should be considered. Systems should:

- Ensure that they are prepared for the results of all data collected
- Be open to inclusion of other data sources, including that from families and caregivers
- Ensure alignment of assessments to their intended use
- Focus on student growth rather than "passing" an assessment
- Ensure that ALL students continue to access a high level of education regardless of assessment results
- Refrain from a narrow application of data and what that might entail
- Continuously consider the validity of data given external factors, such as cultural background, language, or disability
- Ensure that teaching is not focused on content of the assessments
- Ensure that data are not used in a way that disproportionately disadvantages students whom educational systems are already not serving

Literacy Screening

Minnesota READ Act Screening Requirements Summary

The Minnesota Reading to Ensure Academic Development (READ) Act (Minnesota Statutes, section 120B.12, subdivision 2) requires school districts and charters to adopt and implement a K-3 literacy screener from the list of Minnesota Department of Education (MDE) Approved Literacy Screening Tools. Screening tools approved by MDE include subtests to measure foundational reading skills as well as characteristics of dyslexia. Literacy screening tools were reviewed to ensure adequate classification

accuracy, reliability, validity, sample representativeness (norms), bias analysis, and ease of administration and scoring.

Screening for foundational literacy skills, as required by the READ Act, is the initial step in a process designed to help districts achieve the READ Act's literacy goal: "every child reading at or above grade level every year, beginning in kindergarten." This process comprises three core components: Screen, Identify, and Intervene. Districts are required to screen students in grades K-3 three times annually, and students in grades 4-12 who are not reading at grade level. The resulting data facilitates data-driven decision-making, enabling the identification of students needing additional reading support and the implementation of targeted interventions. These three steps—Screen, Identify, and Intervene—are fundamental requirements of the READ Act, ultimately driving action to prevent and address reading difficulties.

MDE Approved Literacy Screening Tools for Grades K-3

MDE has approved the FastBridge earlyReading (K-1) and FastBridge CBMReading (Grades 1-3) literacy screening tools to support school districts conducting universal literacy and dyslexia screening in grades K-3, as required by Minnesota Statutes 2023, section 120B.12, The READ Act.

Districts who use FastBridge as the literacy screening tool must administer the screener in fall, winter, and spring as required by READ Act 2.0. Districts must also add the earlyReading Nonsense Word subtest in Grades 2 and 3 as a dyslexia screener for students not meeting benchmark. An exception will be made for students identified as English Learners by the WIDA Screener or ACCESS for ELLs, who will not be required to take an additional dyslexia screener.

English Language Arts Assessments

The Reading Minnesota Comprehensive Assessments (MCA) III and the Minnesota Test of Academic Skills (MTAS) III assess the 2010 ELA standards in grades 3-8 and 10. The MCA IV and MTAS IV will begin assessing the 2020 standards at the same grade levels in the 2025-26 school year. Learn more about the MCAs and statewide assessments on the Statewide Testing page.

This 2020 Minnesota English Language Arts (ELA) Standards and Corresponding Assessments chart clarifies how the 2020 ELA Standards are measured across three types of assessments: classroom-level assessments, literacy screeners, and the Reading MCA-IV.

ASSESSMENTS

ACCESS for ELLs/Alternate ACCESS for ELLs

Purpose

The ACCESS for ELLs and Alternate ACCESS for ELLs are administered to English learners in order to measure progress toward meeting the WIDA English Language Development Standards adopted by Minnesota. Results help inform the support provided to students including eligibility for multilingual programming and services.

Description

There are four language domains assessed by the ACCESS: listening, reading, speaking, and writing. The test is available in six grade-level clusters: K, 1, 2–3, 4–5, 6–8, and 9–12. While the Kindergarten ACCESS is paper-based, the ACCESS is primarily administered online, with paper test materials available for eligible students.

With ACCESS for grades 1–12 administered online, the Listening and Reading domains are adaptive; students must answer each item to continue and may not go back to review previous responses. For the Speaking domain, once students record a response, they cannot go back. For the Writing domain, students must enter a keystroke to continue but can go back to previous questions during the administration.

The Alternate ACCESS is an individually administered English language proficiency accountability assessment developed specifically for English learners who have significant cognitive disabilities.

Key Information

Purpose	Summative, Screener
Required by	State
Students Assessed	All students grades kindergarten through grade 12 eligible to receive EL services
Expected Duration	4-5 hours over multiple days
Format	Kindergarten: one-on-one Grades 1-12: Online
Test Window	Jan. 26 - March 20

ACT

Purpose

The ACT is a standardized test designed to measure a high school student's general educational development and ability to complete college-level work. The purpose of the ACT is to measure a high school student's readiness for post-secondary education and provide post-secondary institutions with one common data point that can be used to compare all applicants. College admissions officers will review standardized test scores alongside high school GPA, the classes taken in high school, and other application requirements. How important ACT scores are in the college application process varies from school to school.

ACT is also used to gather information about the alignment of curriculum and instruction with college readiness standards. High schools use the information to improve curriculum materials and student support. Educators look for areas where students do well so they can reinforce the ways they teach these skills. Educators also look for areas where they can improve standards-based curriculum and instruction.

Description

The ACT measures progress in the core subjects students typically study through their third year of high school (English, Math, Reading, and Science). ACT with writing is not offered during the school day. Each section of the ACT is scored on a 1 to 36 point scale. A composite ACT score is the average of the four section scores, also on a scale from 1 to 36. Most colleges and universities in the U.S. accept the test as part of the application process, and in some cases for course placement.

Key Information

Purpose	Summative
Required by	District to meet state requirement
Students Assessed	All students in grade 11
Expected Duration	3 hours
Format	Online
Test Window	April 21

Capti ReadBasix

Purpose

The use of an MDE approved screening tool for students in grades 4-12 who are not reading at or above grade level is required in the 2025-26 school year, as required in Minnesota Statutes 2023, section 120B.12. Capti Assess with ReadBasix is designed to identify characteristics of dyslexia.

Description

ReadBasix (RISE/SARA) assesses 5 foundational reading skills and basic reading comprehension. Each skill can be assessed together or individually; the entire battery of 6 subtests takes students 45-60 minutes on average and up to 84 minutes if timed. The assessment time is reduced by focusing on specific skills, most of which can be assessed in 5-10 minutes each. Each subtest has 3 levels of difficulty that are automatically personalized to students' levels based on the results of the previous administration of the ReadBasix diagnostic assessment.

Key Information

Purpose	Diagnostic
Required by	State
Students Assessed	Students grades 4-12 who do not meet proficiency on FastBridge aReading
Expected Duration	Dependent on assessment need as demonstrated by FastBridge aReading
Format	Online
Test Window	To be determined by MDE guidance

CogAT

Purpose

The CogAT is used as a screener to provide schools with data when determining a student's eligibility for advanced learning and accelerated programming and services. The CogAT will be provided to all One91 students in grades 2 and 4. Students in grades 3 and 5 may take the CogAT if no score from the previous school year is available.

Description

Form 7 of the Cognitive Abilities Test (CogAT) evaluates the level and pattern of verbal, quantitative, and spatial (nonverbal) reasoning abilities for students. These abilities reflect the overall efficiency of cognitive processes and strategies that enable individuals to learn new tasks and solve problems. CogAT 7 has three batteries: Verbal, Quantitative, and Nonverbal. Each battery contains three subtests. The abilities evaluated are those that enable students to acquire, organize, store in memory, and recall information; to make inferences; to detect relationships; to comprehend and analyze problem situations; to form concepts; to discover and remember sequences; to recognize patterns; to classify or categorize objects, events, and concepts; to infer rules and principles; and to relate and use previous experience to accomplish new learning tasks or solve novel problems.

Key Information

Purpose	Screener
Required by	District
Students Assessed	All students grades 2 and 4
Expected Duration	2-3 hours over 3 days
Format	Online
Test Window	Grade 2: Dec. 8-17 Grade 4: Sept. 15-26

FastBridge aMath

Purpose

FastBridge aMath is administered three times each year to evaluate student growth and proficiency in math. FastBridge aMath is designed to identify student needs associated with accelerated learning and predict performance on state accountability measures.

Description

FastBridge aMath is a computer-adaptive measure of both broad and component math skills. FastBridge aMath includes fully automated administration and scoring of individualized assessments for purposes of universal screening and instructional leveling.

Key Information

Purpose	Screener
Required by	District
Students Assessed	All students grades 2-10
Expected Duration	15-30 minutes, 3 times per year
Format	Online
Test Window	Fall: Sept. 2-26 Winter: Jan. 5-15 Spring: May 4-15

FastBridge aReading

Purpose

FastBridge aReading is administered three times each year to evaluate student growth and proficiency in reading. FastBridge aReading is designed to identify student needs associated with accelerated learning and predict performance on state accountability measures.

Description

FastBridge aReading is a computer-adaptive measure of broad reading ability that is individualized for each student. It provides a useful estimate of broad reading achievement. The question-and-response format used in FastBridge aReading is multiple-choice, like many statewide, standardized assessments.

Key Information

Purpose	Screener
Required by	District to meet state requirement
Students Assessed	All students grades 2-10
Expected Duration	15-30 minutes, 3 times per year
Format	Online
Test Window	Fall: Sept. 2-26 Winter: Jan. 5-15 Spring: May 4-15

FastBridge CBM Reading

Purpose

FastBridge CBM (Curriculum Based Measurement) Reading is administered multiple times each year to collect accurate and actionable progress monitoring data to provide the targeted support students may need. FastBridge CBM Reading data help teachers evaluate instructional effects and determine if differentiated instruction or interventions are effective.

Description

FastBridge CBM Reading assessments are individually administered. The test administrator marks student responses electronically as the student completes the brief assessment.

Key Information

Purpose	Screener Diagnostic Progress Monitor
Required by	District to meet state requirement
Students Assessed	Grade 1 in Winter and Spring Grades 2-3 in all three windows
Expected Duration	5 minutes, 3 times per year
Format	One-on-one
Test Window	Fall: Sept. 2-26 Winter: Jan. 5-30 Spring: May 4-29

FastBridge earlyMath

Purpose

FastBridge earlyMath is administered three times per year to extend and improve on the development of curriculum-based measures for early numeracy. FastBridge earlyMath subtests are used to screen and monitor a student's progress in foundational math skills and provide guidance for instructional and intervention development.

Description

FastBridge earlyMath assessments are individually administered. The test administrator marks student responses electronically as the student completes the brief assessment. Paper-and-pencil versions are also available. Student scores are reported instantly and stored in the database for longitudinal analysis.

Key Information

Purpose	Screener Diagnostic Progress Monitor
Required by	District
Students Assessed	All students kindergarten and grade 1
Expected Duration	5-30 minutes, 3 times per year
Format	One-on-one
Test Window	Fall: Sept. 2-26 Winter: Jan. 5-30 Spring: May 4-29

FastBridge earlyReading

Purpose

FastBridge earlyReading is administered three times each year to evaluate essential foundational reading skills such as concepts of print, phonemic awareness, phonics, and fluency. FastBridge earlyReading data help teachers evaluate instructional effects and determine if differentiated instruction or interventions are effective.

Description

FastBridge earlyReading assessments are individually administered. The test administrator marks student responses electronically as the student completes the brief assessment. Performance data are reported instantly and stored in the database for longitudinal analysis.

Key Information

Purpose	Screener Diagnostic Progress Monitor
Required by	District to meet state requirement
Students Assessed	All students kindergarten and grade 1 Note: All students in grades 2 and 3 are also required to take the nonsense words subtest of earlyReading.
Expected Duration	5-10 minutes, 3 times per year
Format	One-on-one
Test Window	Fall: Sept. 2-26 Winter: Jan. 5-30 Spring: May 4-29

FastBridge mySAEBRS

Purpose

mySAEBRS is used to screen students' total, social, academic effort, and emotional behaviors. Data is also useful in program evaluation and in determining how students may be best supported across multiple tiers of social-emotional learning (SEL) needs.

Description

The mySAEBRS screener is comprised of 20 items, each of which relates to a broad scale (Total Behavior) and three subscales: Social Behavior (7 items), Academic Behavior (6 items), and Emotional Behavior (7 items). Each scale corresponds to various risk and protective factors suggested by developmental psychology research to predict the development of social emotional and behavioral disorders. Ratings correspond to the frequency of various behaviors in the previous month (Never, Sometimes, Often, Almost Always). Students may complete mySAEBRS in either English or Spanish.

Who completes mySAEBRS?

- Students in grades 2-12

How will data be used?

- MTSS data triangulation to have a better understanding of the whole child
- As a data point on our strategic roadmap dashboard about overall student wellbeing
- For evaluation of programs such as AVID, PBIS, and Second Step
- For Student Success Teams as one of multiple data points to determine behavior intervention

Key Information

Purpose	Screener
Required by	District
Students Assessed	All students grades 2-12
Expected Duration	5-10 minutes
Format	Student completes online in class
Test Window	Fall: Oct. 6-10 Winter: Jan 26-30 Spring: May 26 - June 4

FastBridge SAEBRS

Purpose

SAEBRS data can be used to assess students' general social, academic, and emotional behaviors. Data can also be useful in program evaluation and in determining how students may be best supported at Tier 1. For instance, the data can be used to indicate whether a school should invest in a specific program, given the prevalence of social behavioral concerns, or in the instruction of academic enabling skills given the noted extent of academic behavioral difficulties.

Description

The SAEBRS screener is comprised of 19 items, each of which relates to a broad factor (General Behavior) and three narrow factors: Social Behavior (6 items), Academic Behavior (6 items), and Emotional Behavior (7 items). Following the principles of prevention science, each factor corresponds to various risk and protective factors suggested by developmental psychological research to predict the development of emotional/behavioral disorders. A teacher completes the SAEBRS for an individual student with whom the teacher has a history of interactions.

Who completes my SAEBRS?

- K-5 classroom teachers

How will data be used?

- MTSS data triangulation to have a better understanding of the whole child
- As a data point on our strategic roadmap dashboard about overall student wellbeing
- For evaluation of programs such as AVID, PBIS, and Second Step
- For Student Success Teams as one of multiple data points to determine behavior intervention

Key Information

Purpose	Screener
Required by	District
Students Assessed	All students K-5
Expected Duration	1-3 minutes per student / <40-60 minutes total
Format	Teacher completes online (this is done without students present)
Test Window	Fall: Oct. 6-10 Winter: Jan 26-30 Spring: May 26 - June 4

MCA/MTAS Math

Purpose

The Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS) are used to gather information about the alignment of district and school curriculum and instruction with state academic standards. Schools use the information to improve curriculum materials and student support. Educators look for areas where students do well so they can reinforce the ways they teach these skills. Educators also look for areas where they can improve standards-based curriculum and instruction.

Description

The MCA Math is administered every year. The MCAs are based on the Minnesota Academic Standards, which specify what students in a particular grade should know and be able to do. All students in Minnesota public schools take the MCAs. MCA Math is administered in grades 3 – 8 and high school in grade 11. Students take the MCA Math online. Some students may be eligible for paper test materials based on their Individualized Educational Plan (IEP) or 504 plan.

The MTAS Math is an alternate assessment based on alternate achievement standards for students with significant cognitive disabilities. It is part of the Minnesota assessment program. The MTAS measures mathematics skills that are linked to the general education curriculum. These skills represent high expectations for students with significant cognitive disabilities, but tasks to measure these skills are modified from the standard items on the MCA.

Key Information

Purpose	Summative
Required by	State
Students Assessed	All students in grades 3-8 and grade 11
Expected Duration	2 hours
Format	Online
Test Window	April 1-29

MCA/MTAS Reading

Purpose

The Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS) are used to gather information about the alignment of district and school curriculum and instruction with state academic standards. Schools use the information to improve curriculum materials and student support. Educators look for areas where students do well so they can reinforce the ways they teach these skills. Educators also look for areas where they can improve standards-based curriculum and instruction.

Description

The MCA Reading is administered every year. The MCAs are based on the Minnesota Academic Standards, which specify what students in a particular grade should know and be able to do. All students in Minnesota public schools take the MCAs. MCA Reading is administered in grades 3 – 8 and high school in grade 10. Students take the MCA Reading online. Some students may be eligible for paper test materials based on their Individualized Educational Plan (IEP) or 504 plan.

The MTAS Reading is an alternate assessment based on alternate achievement standards for students with significant cognitive disabilities. It is part of the Minnesota assessment program. The MTAS measures reading skills that are linked to the general education curriculum. These skills represent high expectations for students with significant cognitive disabilities, but tasks to measure these skills are modified from the items on the MCA.

Key Information

Purpose	Summative
Required by	State
Students Assessed	All students in grades 3-8 and grade 10
Expected Duration	2 hours
Format	Online
Test Window	April 1-29

MCA/Alt MCA Science

Purpose

The Minnesota Comprehensive Assessment (MCA) and Alternate Minnesota Comprehensive Assessment (Alt MCA) are used to gather information about the alignment of district and school curriculum and instruction with state academic standards. Schools use the information to improve curriculum materials and student support. Educators look for areas where students do well so they can reinforce the ways they teach these skills. Educators also look for areas where they can improve standards-based curriculum and instruction.

Description

The MCA Science is administered every year. The MCAs are based on the Minnesota Academic Standards, which specify what students in a particular grade should know and be able to do. All students in Minnesota public schools take the MCAs. MCA Science is administered in grades 5, 8, and 10. Students take the MCA Science online. Some students may be eligible for paper test materials based on their Individualized Educational Plan (IEP) or 504 plan.

The Science Alt MCA is a set of assessment tools designed at the state level to measure the effective implementation of the 2019 Minnesota K–12 Science Standards. As new standards are implemented, this assessment replaces the previous science alternate assessment, the Science Minnesota Test of Academic Skills (MTAS). The Alt MCA is for students who are unable to achieve grade-level proficiency due to a disability. The Alt MCA helps ensure that schools provide access to science instruction that is linked to the Minnesota Academic Standards at the student's grade level to the extent appropriate.

Key Information

Purpose	Summative
Required by	State
Students Assessed	All students in grades 5, 8, and 10
Expected Duration	1.5 hours
Format	Online
Test Window	MCA Science: April 1-May 6 Alt MCA Science: April 1-29

PreACT

Purpose

The PreACT is a standardized test designed to measure a high school student's general educational development and predict performance on the ACT. The purpose of the PreACT test is to measure a high school student's readiness for the ACT.

PreACT is also used to gather information about the alignment of curriculum and instruction with college readiness standards. High schools use the information to improve curriculum materials and student support. Educators look for areas where students do well so they can reinforce the ways they teach these skills. Educators also look for areas where they can improve standards-based curriculum and instruction.

Description

The PreACT tests the core subjects that students typically study through their first and second year of high school (English, Math, Reading, and Science). The PreACT is a low-stakes pre-exam for the ACT. The PreACT is a slightly shorter exam designed to help students prepare for the official ACT exam by simulating the test and testing experience.

Key Information

Purpose	Formative
Required by	District
Students Assessed	All students in grades 9-11
Expected Duration	2.5 hours
Format	Online
Test Window	Sept. 18

PSAT/NMSQT

Purpose

Taking the PSAT/NMSQT provides the opportunity for students to access many scholarship opportunities. Students who take the PSAT/NMSQT and meet other program entry requirements specified in the PSAT/NMSQT Student Guide will enter the National Merit Scholarship Program, an academic competition for recognition and scholarships conducted by the National Merit Scholarship Corporation (NMSC). Students who take the PSAT 8/9 or PSAT 10 can also see their progress from one test to the next.

Description

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is structured similarly to the SAT, has the same sections and timing, and measures the same Reading and Writing, and Math skills students learn in the classroom—the knowledge and skills needed to succeed in college and career. Results from the PSAT/NMSQT provide insights into a student's academic strengths, along with areas they can work on while still in high school.

Key Information

Purpose	Summative
Required by	Not required
Students Assessed	Grade 11 (optional)
Expected Duration	2.5 hours
Format	Online
Test Window	Oct. 28

SAT

Purpose

The purpose of the SAT is to measure a high school student's readiness for college. Most colleges, including those that are test-optional, still accept SAT test scores. Together with high school grades, the SAT can show your potential to succeed in college or career. The SAT provides colleges with a common data point that can be used with students' applications. How important SAT scores are in the college application process varies from college to college.

Description

The SAT takes three hours and consists of three tests: (1) the Reading Test, (2) the Writing and Language Test, and (3) the Math Test. Most of the questions are multiple-choice, though some of the math questions ask you to write in the answer rather than select it.

Key Information

Purpose	Summative
Required by	Not required
Students Assessed	Grade 11 (optional)
Expected Duration	2.5 hours
Format	Online
Test Window	April 28

DISTRICT ASSESSMENT WINDOWS

Schools schedule their testing dates based on the unique needs of their students and families. School leadership teams may select dates that fall within the assessment windows set by the district, which are established based on the requirements of the state or assessment provider and the needs of the community.

FALL	
Sept. 2-26	FastBridge earlyReading and earlyMath, grades K-1
Sept. 2-26	FastBridge aReading and aMath, grades 2-10
Sept. 2-26	FastBridge CBM Reading, grades 2-3
Sept. 15-26	CogAT, grade 4
Sept. 18	Pre-ACT, grades 9-11
Oct. 6-10	FastBridge SAEBRS and mySAEBRS, grades 2-12
Oct. 28	PSAT/NMSQT, grade 11 (opt-in)
Dec. 8-17	CogAT, grade 2
WINTER	
Jan. 5-30	FastBridge earlyReading and earlyMath, grades K-1
Jan. 5-15	FastBridge aReading and aMath, grades 2-10
Jan. 5-30	FastBridge CBM Reading, grades 1-3
Jan. 26-30	FastBridge SAEBRS and mySAEBRS, grades 2-12
SPRING	
Jan. 26-March 20	ACCESS/Alternate ACCESS for ELLs, grades K-12
April 1-29	MCA/MTAS Reading & Math, grades 3-8, 10, 11
April 1-May 6	MCA Science, grades 5, 8, 10
April 21	ACT, grade 11
April 28	SAT, grades 11 (opt-in)
May 4-15	AP Exams
May 4-29	FastBridge earlyReading and earlyMath, grades K-1
May 4-15	FastBridge aReading and aMath, grades 2-10
May 4-29	FastBridge CBM Reading, grades 1-3
May 26 - June 4	FastBridge SAEBRS and mySAEBRS, grades 2-12

SCHEDULE BY GRADE

Grade	Assessment	Window Opens	Window Closes	Typical Test Length
K	FastBridge earlyReading	9/2/25	9/26/25	5-10 minutes
	FastBridge earlyMath	9/2/25	9/26/25	5-7 minutes
	FastBridge earlyReading	1/5/26	1/30/26	5-10 minutes
	FastBridge earlyMath	1/5/26	1/30/26	5-7 minutes
	ACCESS for ELLs	1/26/26	3/20/26	45 minutes
	FastBridge earlyReading	5/4/26	5/29/26	5-10 minutes
	FastBridge earlyMath	5/4/26	5/29/26	5-7 minutes
1	FastBridge earlyMath	9/2/25	9/26/25	15-30 minutes
	FastBridge earlyReading	9/2/25	9/26/25	5-10 minutes
	FastBridge earlyMath	1/5/26	1/30/26	15-30 minutes
	FastBridge earlyReading	1/5/26	1/30/26	5-10 minutes
	ACCESS for ELLs	1/26/26	3/20/26	4-4.5 hours over 4 days
	FastBridge CBM Reading	1/5/26	1/30/26	5 minutes
	Alternate ACCESS for ELLs	1/26/26	3/20/26	80 minutes
	FastBridge earlyMath	5/4/26	5/29/26	15-30 minutes
	FastBridge earlyReading	5/4/26	5/29/26	5-10 minutes
	FastBridge CBM Reading	5/4/26	5/29/26	5 minutes
2	FastBridge aMath	9/2/25	9/26/25	15-30 minutes
	FastBridge aReading	9/2/25	9/26/25	15 minutes
	FastBridge CBM Reading	9/2/25	9/26/25	5 minutes
	FastBridge Nonsense Words	9/2/25	9/26/25	
	FastBridge mySAEBRS	10/6/25	10/10/25	10 minutes
	CogAT	12/8/25	12/17/25	2-3 hours over 3 days
	FastBridge aMath	1/5/26	1/15/26	15-30 minutes
	FastBridge aReading	1/5/26	1/15/26	15 minutes
	FastBridge CBM Reading	1/5/26	1/30/26	5 minutes
	FastBridge Nonsense Words	1/5/26	1/30/26	
	FastBridge mySAEBRS	1/26/26	1/30/26	10 minutes

Grade	Assessment	Window Opens	Window Closes	Typical Test Length
	ACCESS for ELLs	1/26/26	3/20/26	4-4.5 hours over 4 days
	Alternate ACCESS for ELLs	1/26/26	3/20/26	80 minutes
	FastBridge aMath	5/4/26	5/15/26	15-30 minutes
	FastBridge aReading	5/4/26	5/15/26	15 minutes
	FastBridge CBM Reading	5/4/26	5/29/26	5 minutes
	FastBridge Nonsense Words	5/4/26	5/29/26	5 minutes
	FastBridge mySAEBRS	5/26/26	6/4/26	10 minutes
3	FastBridge aMath	9/2/25	9/26/25	15-30 minutes
	FastBridge aReading	9/2/25	9/26/25	15 minutes
	FastBridge CBM Reading	9/2/25	9/26/25	5 minutes
	FastBridge Nonsense Words	9/2/25	9/26/25	5 minutes
	FastBridge mySAEBRS	10/6/25	10/10/25	10 minutes
	FastBridge aMath	1/5/26	1/15/26	15-30 minutes
	FastBridge aReading	1/5/26	1/15/26	15 minutes
	FastBridge CBM Reading	1/5/26	1/30/26	5 minutes
	FastBridge Nonsense Words	1/5/26	1/30/26	5 minutes
	FastBridge mySAEBRS	1/26/26	1/30/26	10 minutes
	ACCESS for ELLs	1/26/26	3/20/26	4-4.5 hours over 4 days
	Alternate ACCESS for ELLs	1/26/26	3/20/26	80 minutes
	MCA Math	4/1/26	4/29/26	1.5-2 hours
	MCA Reading	4/1/26	4/29/26	1.5-2 hours
	MTAS Math	4/1/26	4/29/26	20-40 minutes
	MTAS Reading	4/1/26	4/29/26	60-90 minutes
	FastBridge aMath	5/4/26	5/15/26	5 minutes
	FastBridge aReading	5/4/26	5/15/26	15-30 minutes
	FastBridge CBM Reading	5/4/26	5/29/26	5 minutes
	FastBridge Nonsense Words	5/4/26	5/29/26	5 minutes
	FastBridge mySAEBRS	5/26/26	6/4/26	10 minutes
4	FastBridge aMath	9/2/25	9/26/25	15-30 minutes
	FastBridge aReading	9/2/25	9/26/25	15 minutes
	CogAT	9/15/25	9/26/25	2-3 hours over 3 days

Grade	Assessment	Window Opens	Window Closes	Typical Test Length
	FastBridge mySAEBRS	10/6/25	10/10/25	10 minutes
	FastBridge aMath	1/5/26	1/15/26	15-30 minutes
	FastBridge aReading	1/5/26	1/15/26	15 minutes
	FastBridge mySAEBRS	1/26/26	1/30/26	10 minutes
	ACCESS for ELLs	1/26/26	3/20/26	4-4.5 hours over 4 days
	Alternate ACCESS for ELLs	1/26/26	3/20/26	80 minutes
	MCA Math	4/1/26	4/29/26	1.5-2 hours
	MCA Reading	4/1/26	4/29/26	1.5-2 hours
	MTAS Math	4/1/26	4/29/26	20-40 minutes
	MTAS Reading	4/1/26	4/29/26	60-90 minutes
	FastBridge aMath	5/4/26	5/15/26	15-30 minutes
	FastBridge aReading	5/4/26	5/15/26	15 minutes
	FastBridge mySAEBRS	5/26/26	6/4/26	10 minutes
5	FastBridge aMath	9/2/25	9/26/25	15-30 minutes
	FastBridge aReading	9/2/25	9/26/25	15 minutes
	FastBridge mySAEBRS	10/6/25	10/10/25	10 minutes
	FastBridge aMath	1/5/26	1/15/26	15-30 minutes
	FastBridge aReading	1/5/26	1/15/26	15 minutes
	FastBridge mySAEBRS	1/26/26	1/30/26	10 minutes
	ACCESS for ELLs	1/26/26	3/20/26	4-4.5 hours over 4 days
	Alternate ACCESS for ELLs	1/26/26	3/20/26	80 minutes
	MCA Math	4/1/26	4/29/26	1.5-2 hours
	MCA Reading	4/1/26	4/29/26	1.5-2 hours
	MTAS Math	4/1/26	4/29/26	20-40 minutes
	MTAS Reading	4/1/26	4/29/26	60-90 minutes
	MCA Science	4/1/26	5/6/26	1-1.5 hours
	Alt MCA Science	4/1/26	4/29/26	60-90 minutes
	FastBridge aMath	5/4/26	5/15/26	15-30 minutes
	FastBridge aReading	5/4/26	5/15/26	15 minutes
	FastBridge mySAEBRS	5/26/26	6/4/26	10 minutes
6	FastBridge aMath	9/2/25	9/26/25	15-30 minutes

Grade	Assessment	Window Opens	Window Closes	Typical Test Length
	FastBridge aReading	9/2/25	9/26/25	30 minutes
	FastBridge mySAEBRS	10/6/25	10/10/25	10 minutes
	FastBridge aMath	1/5/26	1/15/26	15-30 minutes
	FastBridge aReading	1/5/26	1/15/26	30 minutes
	FastBridge mySAEBRS	1/26/26	1/30/26	10 minutes
	ACCESS for ELLs	1/26/26	3/20/26	4-4.5 hours over 4 days
	Alternate ACCESS for ELLs	1/26/26	3/20/26	80 minutes
	MCA Math	4/1/26	4/29/26	1.5-2 hours
	MCA Reading	4/1/26	4/29/26	1.5-2 hours
	MTAS Math	4/1/26	4/29/26	20-40 minutes
	MTAS Reading	4/1/26	4/29/26	60-90 minutes
	FastBridge aMath	5/4/26	5/15/26	15-30 minutes
	FastBridge aReading	5/4/26	5/15/26	30 minutes
	FastBridge mySAEBRS	5/26/26	6/4/26	10 minutes
7	FastBridge aMath	9/2/25	9/26/25	15-30 minutes
	FastBridge aReading	9/2/25	9/26/25	30 minutes
	FastBridge mySAEBRS	10/6/25	10/10/25	10 minutes
	FastBridge aMath	1/5/26	1/15/26	15-30 minutes
	FastBridge aReading	1/5/26	1/15/26	30 minutes
	FastBridge mySAEBRS	1/26/26	1/30/26	10 minutes
	ACCESS for ELLs	1/26/26	3/20/26	4-4.5 hours over 4 days
	Alternate ACCESS for ELLs	1/26/26	3/20/26	80 minutes
	MCA Math	4/1/26	4/29/26	1.5-2 hours
	MCA Reading	4/1/26	4/29/26	1.5-2 hours
	MTAS Math	4/1/26	4/29/26	20-40 minutes
	MTAS Reading	4/1/26	4/29/26	60-90 minutes
	FastBridge aMath	5/4/26	5/15/26	15-30 minutes
	FastBridge aReading	5/4/26	5/15/26	30 minutes
	FastBridge mySAEBRS	5/26/26	6/4/26	10 minutes
8	FastBridge aMath	9/2/25	9/26/25	15-30 minutes
	FastBridge aReading	9/2/25	9/26/25	30 minutes

Grade	Assessment	Window Opens	Window Closes	Typical Test Length
	FastBridge mySAEBRS	10/6/25	10/10/25	10 minutes
	FastBridge aMath	1/5/26	1/15/26	15-30 minutes
	FastBridge aReading	1/5/26	1/15/26	30 minutes
	FastBridge mySAEBRS	1/26/26	1/30/26	10 minutes
	ACCESS for ELLs	1/26/26	3/20/26	4-4.5 hours over 4 days
	Alternate ACCESS for ELLs	1/26/26	3/20/26	80 minutes
	MCA Math	4/1/26	4/29/26	1.5-2 hours
	MCA Reading	4/1/26	4/29/26	1.5-2 hours
	MTAS Math	4/1/26	4/29/26	20-40 minutes
	MTAS Reading	4/1/26	4/29/26	60-90 minutes
	MCA Science	4/1/26	5/6/26	1-1.5 hours
	Alt MCA Science	4/1/26	4/29/26	60-90 minutes
	FastBridge aMath	5/4/26	5/15/26	15-30 minutes
	FastBridge aReading	5/4/26	5/15/26	30 minutes
	FastBridge mySAEBRS	5/26/26	6/4/26	10 minutes
9	FastBridge aMath	9/2/25	9/26/25	15-30 minutes
	FastBridge aReading	9/2/25	9/26/25	30 minutes
	PreACT	9/18/25	9/18/25	2.5 hours
	FastBridge mySAEBRS	10/6/25	10/10/25	10 minutes
	FastBridge aMath	1/5/26	1/15/26	15-30 minutes
	FastBridge aReading	1/5/26	1/15/26	30 minutes
	FastBridge mySAEBRS	1/26/26	1/30/26	10 minutes
	ACCESS for ELLs	1/26/26	3/20/26	4-4.5 hours over 4 days
	Alternate ACCESS for ELLs	1/26/26	3/20/26	80 minutes
	FastBridge aMath	5/4/26	5/15/26	15-30 minutes
	FastBridge aReading	5/4/26	5/15/26	30 minutes
	FastBridge mySAEBRS	5/26/26	6/4/26	10 minutes
10	FastBridge aMath	9/2/25	9/26/25	15-30 minutes
	FastBridge aReading	9/2/25	9/26/25	30 minutes
	PreACT	9/18/25	9/18/25	2.5 hours
	FastBridge mySAEBRS	10/6/25	10/10/25	10 minutes

Grade	Assessment	Window Opens	Window Closes	Typical Test Length
	FastBridge aMath	1/5/26	1/15/26	15-30 minutes
	FastBridge aReading	1/5/26	1/15/26	30 minutes
	FastBridge mySAEBRS	1/26/26	1/30/26	10 minutes
	ACCESS for ELLs	1/26/26	3/20/26	4-4.5 hours over 4 days
	Alternate ACCESS for ELLs	1/26/26	3/20/26	80 minutes
	MCA Reading	4/1/26	4/29/26	1.5-2 hours
	MTAS Reading	4/1/26	4/29/26	60-90 minutes
	MCA Science	4/1/26	5/6/26	1-1.5 hours
	Alt MCA Science	4/1/26	4/29/26	60-90 minutes
	FastBridge aMath	5/4/26	5/15/26	15-30 minutes
	FastBridge aReading	5/4/26	5/15/26	30 minutes
	FastBridge mySAEBRS	5/26/26	6/4/26	10 minutes
11	PreACT	9/18/25	9/18/25	2.5 hours
	FastBridge mySAEBRS	10/6/25	10/10/25	10 minutes
	PSAT/NMSQT (optional)	10/28/25	10/28/25	2.5 hours
	FastBridge mySAEBRS	1/26/26	1/30/26	10 minutes
	ACCESS for ELLs	1/26/26	3/20/26	4-4.5 hours over 4 days
	Alternate ACCESS for ELLs	1/26/26	3/20/26	80 minutes
	MCA Math	4/1/26	4/29/26	1.5 hours
	MTAS Math	4/1/26	4/29/26	20-40 minutes
	ACT	4/21/26	4/21/26	3 hours
	SAT (optional)	4/28/26	4/28/26	2.5 hours
	FastBridge mySAEBRS	5/26/26	6/4/26	10 minutes
12	FastBridge mySAEBRS	10/6/25	10/10/25	10 minutes
	FastBridge mySAEBRS	1/26/26	1/30/26	10 minutes
	ACCESS for ELLs	1/26/26	3/20/26	4-4.5 hours over 4 days
	Alternate ACCESS for ELLs	1/26/26	3/20/26	80 minutes
	FastBridge mySAEBRS	5/26/26	6/4/26	10 minutes

HOURS TESTING BY GRADE

The following table represents the hours students at each grade level will spend testing. Most tests are not timed. This number represents the sum of the largest amount of time students usually spend on each test. Hours will vary for students with individual education plans, 504 plans, and multilingual students. The hours of testing at each grade level align with the limits on local testing defined in MN Statute 120B.306 Limits on Local Testing.

Grade	Hours Testing
K	0.85
1	2.08
2	6.00
3	7.00
4	9.75
5	8.25
6	7.50
7	7.50
8	9.00
9	3.00
10	6.50
11	7.50
12	0.50