

District Assessment Report – September 2025

To: Kasie Luke
and LPSD School Board Members

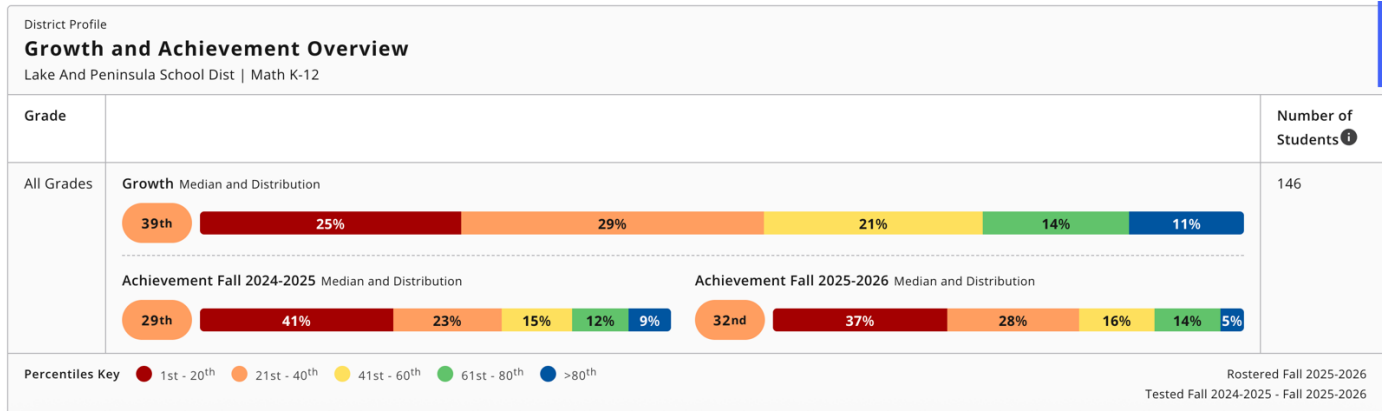
From: Moon McCarley, Director of
Assessment

NWEA MAP Growth Assessments – Students in grades K-9 – Used to make instructional decisions for individual students, classes, and schools.

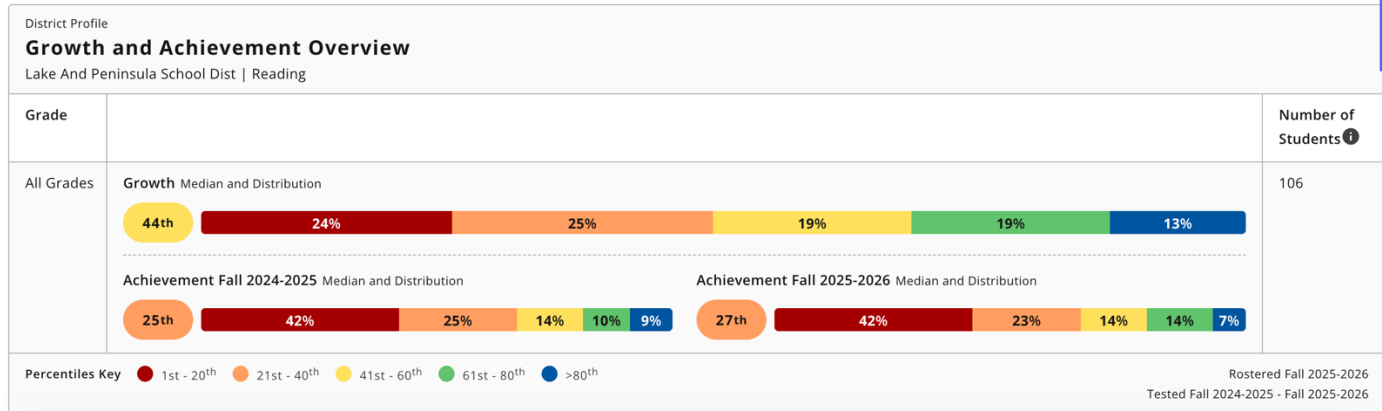
- MAP Growth assessments are a combination of norm reference and criterion reference which gives us achievement scores (how well a student knows grade level standards) and growth scores (how a student’s individual knowledge is growing, regardless of state grade level.)

Beginning of Year (BOY) results

MATH K-9



Reading 3-9



AK Star and Alaska Science Assessment – Students in grades 3-10 – Used to inform decisions at the district and state level.


- The AK STAR and he Alaska Science Assessment are both criterion referenced assessments.

Amplify mClass with Dibels 8 – Students in grades K-6 – Used to make instructional decisions at the student, class, and school level.



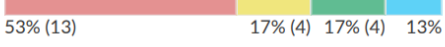
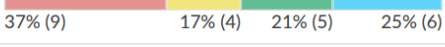
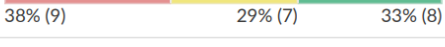


- In fy24 and fy25 Amplify was required for students in K-3rd grade. In fy26 it will include students through 6th grade with the option of including 7th and 8th graders.
- Amplify data is used to identify student learning needs in the area of early reading. This data is used to guide specific reading instruction for primary students.
- Amplify mClass is a criterion reference assessment that also provides comparisons to similar student groups (like a norm reference assessment.)
- Schools are completing Amplify mClass BOY assessments at this time.

Beginning of Year (BOY) Amplify Results

Well below Below At Above

Population	Measure	Levels	Students
Lake and Peninsula School District	Composite Score	BOY	145
			

View: By grade

Population	Measure	Levels	Students
Grade K	Composite Score	BOY	23
			
Grade 1	Composite Score	BOY	17
			
Grade 2	Composite Score	BOY	24
			
Grade 3	Composite Score	BOY	24
			
Grade 4	Composite Score	BOY	24
			
Grade 5	Composite Score	BOY	21
			
Grade 6	Composite Score	BOY	12
			

ADP - Alaska Developmental Profile – Kindergarten students - Used to provide a baseline skill level for students entering kindergarten.

- Kindergarten teachers are currently completing observations of their kindergarten students for the fy26 ADP
- Observation scores will be uploaded to the state system by October 31.
- District results will be available on the DEED assessments results page following the final submission of scores.

DLM -Alternative Assessment, Dynamic Learning Maps – Select students in grades 3-10

- LPSD does not currently have any students that qualify for the DLM

NAEP- The National Assessment of Education Progress – Select students in select grades –

Used to compare nations, have a single comparable measure across the country, and to inform decisions at the national level.

- The following schools have been selected to participate in the fy26 NAEP assessment:
Chignik Lagoon School, grade 4, mathematics and reading,
Chignik Lake School, grade 8, mathematics and reading,
Igiugig School, grade 4, mathematics and reading,
Perryville School, grade 4, mathematics and reading,
Tanalian School, grade 8, mathematics and reading

Please contact me if you would like to further discuss any of these assessments, the resulting data, or anything related to LPSD's administration of the Alaska Reads Act.

Available results for any statewide assessment can be accessed here:

<https://education.alaska.gov/assessments/results>

Glossary of assessment terms:

Formative Assessment – ongoing monitoring of student learning used to make changes to instructions and provide timely feedback for students. Examples are; teachers asking questions, having students write a few sentences about what they learned, checking a student's homework, observing students doing a task. It happens throughout each day. Teachers may use it to make immediate changes to what they are teaching and/or to inform future instructional planning. It's most impactful for students when they get feedback about their progress.

Interim Assessments – assessments used to measure where students are in their learning and predict success on summative assessments and other educational measures. These are usually given at specific intervals. Examples are; benchmark assessments (MAP Growth) and progress monitoring of intervention programs. These give teachers objective measures of student academic progress. Both teachers and students can see if they are "on the right track." These are most impactful when they are used by educators to change or continue with specific instructional plans.

Summative Assessments – assessments used at the end of an instructional unit to measure learning, mastery, skills acquired, etc. They are generally only given once. Examples are; End of Levels, chapter tests, mid-terms/finals, the PEAKS assessment. These are not intended to be given frequently or repeatedly. Summative assessments are often standardized in what they measure and how. This means they are very objective but not always individualized for different learning needs. They are a valuable *part* of an overall data system.

Criterion Reference Assessment – A criterion referenced assessment measures whether or not a student has mastered a fixed criteria or standard. Example: A 3rd grade reading standard is "Read grade-appropriate irregularly spelled words." A criterion reference assessment would

provide a predetermined list of 3rd grade appropriate irregularly spelled words. If the student can read the words they pass. If they can't, they don't.

Norm Reference Assessment – A norm referenced assessment measures how well a student compares to other, similar students, in their understanding of specific standards. Example: With the same standards as above – A student is presented with the same list of words. They read as many of the words as they can. This number is compared to how many words other 3rd graders can accurately read. The results are a percentile.