MyPath School Assessment Guidebook

Table of Contents

1. Introduction

The intent and scope of the MyPath Assessment Guidebook is designed to offer a comprehensive framework of structured approach to assessment management. Its purpose is to enhance student outcomes by supporting effective planning, execution, and analysis of assessments.

1.1 Overview and Purpose of the District Assessment Guidebook

The MyPath Assessment Guidebook is a comprehensive resource for guiding school leaders, teachers, and assessment coordinators through all aspects of the assessment process, using the "Readiness, Plan, Do, Study, Act" framework. It established practices and protocols to ensure that assessments are aligned with MyPath goals, support instructional improvements, and foster continuous learning.

The guidebook's purpose is to provide a clear, practical framework for planning and implementing assessments, ensuring they are aligned with educational standards and used to drive data-informed decisions that promote student growth and success.

The guidebook is structured around the "Readiness, Plan, Do, Study, Act" cycle, offering a step-by-step process for preparing, administering, reviewing, and refining assessment practices. Each phase of the cycle is designed to support continuous improvement and ensure assessments are effectively integrated into district-wide educational goals.

1.2 Alignment with MyPath Goals and Educational Standards

The guidebook emphasizes the importance of aligning assessments with MyPath and state goals and educational standards. It ensures that each assessment is purposefully integrated into the instructional objectives, supporting accountability and the use of data to improve teaching and learning outcomes.

1.3 MyPath Mission and Vision Statements

Vision: MyPath Schools support the academic and social-emotional growth of every student every day to foster a successful transition to each student's local school and community.

Mission: MyPath Schools provide innovative learning environments that acknowledge and focus on individual learning styles and strengths to cultivate equitable learning and promote independence. We fulfill this mission by . . .

- creating a belonging environment that is safe, respectful, equitable and welcoming for students and staff

- acting as an integral part of the Individualized Education Plan (IEP) Team to design services focused on academic, behavioral, and social-emotional development
- embracing family and community as critical stakeholders
- supporting a collaborative focus on data driven student-centered practices and fostering educational excellence through the use of high leverage instructional practices in collaboration with environmental and sensory supports.

1.4 MyPath Schools Core Beliefs

MyPath schools are committed to educating the whole student and embed various individualized supports within all of our educational settings for students to have equitable access to K-12 educational offerings to meet their individual academic, social emotional, transition/vocational, and developmental needs.

MyPath Schools educate students following a core set of beliefs:

- **Safe and Supportive Community:** Students and staff thrive in an environment that fosters safety, support, and a sense of belonging.
- **Presumption of Competence:** Every student is a general education student first, competent and capable of success, regardless of their abilities or disabilities.
- **Collaboration and Growth:** Learning is a collaborative process that values both academic growth and social/functional competencies.
- **Partnership:** Families and stakeholders are essential in promoting student growth and success, ensuring a holistic approach to education.

2. Assessment Purpose Statements

2.1 State & District Assessments

Indiana State and District Assessments:

As an accredited primary and secondary school, TC Harris complies with and administers all state-required assessments on site. In Indiana, only licensed educators with specific credentials can administer state assessments. This includes teachers with various professional licenses, emergency licenses, and those from charter schools, while substitutes cannot serve in this role. Test administrators must complete a certification process before administering tests like ILEARN, IREAD, IAM, and WIDA assessments. Unlicensed personnel can assist but cannot supervise without a licensed test administrator present. School Test Coordinators (STCs) and Corporation Test Coordinators (CTCs) play important roles in ensuring secure and effective test administration. They are responsible for training staff, managing test materials, and making sure testing conditions are appropriate for students. Additionally, they must report any issues and share assessment results with families in a timely manner. Overall, the process emphasizes the importance of security, proper training, and support to help students perform their best on assessments.

IAM

Indiana's IAM (Indiana Alternate Measure) is an assessment designed for students with significant cognitive disabilities who may not be able to take the regular state tests. This assessment helps teachers measure what these students know and can do in subjects like English language arts and math. The IAM focuses on each student's individual learning needs and goals, allowing them to demonstrate their understanding in a way that is appropriate for them. By participating in the IAM, students receive the support they need to show their progress and skills, helping teachers and families understand how to best support their learning journey.

ILEARN

Indiana's ILEARN assessment is an online test for students in grades 3-8 that measures their understanding of various subjects, including English language arts and math. It is designed to assess how well students are meeting Indiana's academic standards. The test is adaptive, meaning it adjusts the difficulty of questions based on each student's answers, providing a more accurate picture of their abilities. ILEARN is given each spring, and students receive their scores, which help teachers and families understand their progress and identify areas where they may need more support. The results are important for ensuring that all students are prepared for future learning challenges.

IREAD

Indiana's IREAD assessment is a test given to all third-grade students to measure their reading skills and ensure they are on track for future success in school. The assessment focuses on important reading skills, such as phonics, vocabulary, and comprehension of both fiction and nonfiction texts. IREAD is typically administered in the spring, with an opportunity for students who need it to retake the test in the summer. The results help teachers and families understand each child's reading abilities and identify any areas where they may need additional help. Overall, IREAD plays a key role in ensuring that students have the foundational reading skills necessary for their academic journey.

NWEA MAP

The NWEA MAP (Measures of Academic Progress) is an adaptive assessment designed to measure students' academic growth on the learning continuum in reading, language usage, math, and science. It offers detailed insights into individual and group learning progress, allowing educators to tailor instruction and track development throughout the year.

PSAT/ SAT

The PSAT and SAT are standardized tests that help prepare high school students for college. The PSAT, or Preliminary SAT, is often taken in 10th or 11th grade and serves as a practice test for the SAT. It helps students identify their strengths and areas for improvement in subjects like reading, writing, and math. The SAT is usually taken in 11th or 12th grade and is an important part of the college admissions process. It assesses students' knowledge and skills to help colleges understand their readiness for higher education. Both tests can also qualify students for scholarships and provide valuable feedback for academic growth. Preparing for these tests can help students feel more confident as they approach college applications.

The state of Indiana offers public school districts, schools, and/or students the option for the following assessments:
- PSAT 10 or PSAT/NMSQT in 10th grade
- PSAT/NMSQT in 11th grade

The state of Indiana requires public school students to take the following assessment:
- SAT in 11th/12th grade

Student scores for the SAT are used for state accountability measures.

WIDA

The WIDA English language learner assessment is designed to help schools measure the English language skills of students who are learning English as a second language. This assessment includes the WIDA Screener, which is used to determine if a student qualifies for English language support services, and the WIDA ACCESS test, which is taken annually to track students' progress in listening, speaking, reading, and writing in English. The WIDA assessments provide valuable information that helps teachers understand each student's language abilities and tailor instruction to meet their individual needs. By participating in these assessments, students are better supported in their journey to become confident English speakers and succeed in school.

Wisconsin State and District Assessments:

As a private placement service provider, Wisconsin MyPath schools, including Genesee Lake School (GLS) and The Richardson Schools (TRS), rely on students' home districts to administer required state and district assessments. Since GLS and TRS are not designated as secure testing sites under DPI criteria, assessments must be conducted by district personnel. This requirement can be discussed during the IEP meeting to determine the best approach.

Reading Readiness

The purpose of the Reading Readiness assessment is to identify foundational literacy skills in early learners, allowing educators to determine students' preparedness for reading instruction. This assessment helps inform interventions and targeted support to ensure students develop essential reading skills from the beginning of their educational journey. States require each pupil enrolled in 4-year-old kindergarten to 2nd grade in a school district or in a charter school to be annually assessed for reading readiness.

[ACT 20 Requirements](#)

ACCESS

ACCESS for ELLs is an online assessment system that measures the English language proficiency (ELP) of English learners (ELs) in Grades K-12. This assessment allows educators, students, and families to monitor students' progress in acquiring academic English in the domains of Speaking, Listening, Reading, and Writing.

The Alternate ACCESS for ELLs is an English language proficiency (ELP) assessment. It is administered in the four language domains of Listening, Reading, Speaking, and Writing for students in grades 1-12 identified as English Learners (Els) who have significant cognitive disabilities.

Pre ACT Secure

The PreACT Secure is a summative assessment, aligned to The ACT with writing test and the ACT College and Career Readiness Standards, that measures what students have learned in the areas of English, Reading, Mathematics, and Science in grades 9 and 10.

ACT

The ACT is a summative assessment that measures what high school students' have learned in the areas of English, Math, Reading, and Science, with an optional Writing section in grades 11 and 12. The ACT is designed to measure critical thinking, problem-solving, and subject-specific knowledge essential for postsecondary education.

NAEP

NAEP is also known as the Nation's Report Card and is used to compare student performance between states and over time. Each year different schools and students are sampled to participate in this test, which includes grades 4 and 8 Reading and Mathematics. Grade 12 testing and additional subject areas are also often included. In addition, Long-Term Trend assessments in Reading and Mathematics are agebased (ages 9, 13, and 17).

FORWARD

Students take the Forward Exam online in English Language Arts (ELA) and Mathematics in grades 3-8, in Science in grades 4 and 8, and Social Studies in grades 4, 8, and 10.

DLM (Dynamic Learning Maps)

DLM assesses the academic progress of students with the most significant cognitive disabilities. It is administered online in grades 3-11 for English Language Arts and Mathematics, grades 4 and 8-11 for Science, and grades 4, 8, and 10 for Social Studies.

STAR (WI District)

The STAR assessment is a computer-adaptive test that measures students' proficiency in reading and mathematics. Its purpose is to provide immediate feedback on student performance, allowing teachers to monitor progress, differentiate instruction, and implement timely interventions.

NWEA MAP

The NWEA MAP (Measures of Academic Progress) is an adaptive assessment designed to measure students' academic growth on the learning continuum in reading, language usage,

math, and science. It offers detailed insights into individual and group learning progress, allowing educators to tailor instruction and track development throughout the year.

2.2 Local School Assessments

Local assessments are district- or school-developed tools designed to measure student progress in areas specific to the district's curriculum and instructional goals. These assessments provide immediate feedback to inform day-to-day instruction and ensure alignment with district priorities and student learning objectives.

Let's Go Learn (Genesee Lake and The Richardson)

Let's Go Learn is an online diagnostic assessment platform that provides personalized assessments in reading and mathematics. Designed for K-12 students, the platform helps educators pinpoint specific learning gaps and strengths by delivering detailed reports that break down skill levels across various subdomains. It offers data-driven insights that support differentiated instruction and tailored intervention plans. By assessing each student's individual learning profile, Let's Go Learn enables educators to create targeted strategies for academic growth, monitor progress, and make informed instructional decisions to improve student outcomes.

TPI 3 (Genesee Lake and The Richardson)

The Transition Planning Inventory, Third Edition (TPI-3) is an assessment tool used to evaluate the transition readiness and skills of students with disabilities as they prepare for life after high school. It helps educators, students, and families develop individualized transition plans by assessing key areas such as employment, education, independent living, community participation, and self-determination. The TPI-3 offers a comprehensive framework for identifying strengths, needs, preferences, and interests, providing a basis for creating effective, student-centered transition goals and IEPs. This inventory supports the planning of meaningful, practical outcomes for students transitioning to adulthood.

Indiana Transition Assessment (TC Harris)

In Indiana, the journey towards independence for students with an Individualized Education Plan (IEP) begins as early as age 14. This is an important time when students start to explore their future goals and opportunities. To support this process, students participate in transition assessments that focus on three key areas: independent living skills, career interests, and continuous learning. These assessments help to identify the strengths and interests of each student, guiding them towards successful post-secondary experiences in living, working, and further education.

As part of this process, students have the opportunity to meet one-on-one with a licensed special education teacher or guidance counselor. During these meetings, they discuss their transition goals and what steps they need to take to achieve them. To ensure that each student receives a comprehensive evaluation, TC Harris uses a wide variety of research-based, state-approved transition assessments tailored to different life skills. It's important to note that once an assessment is used for a specific area, it cannot be repeated for at least three years. This approach ensures that students are continually challenged and supported as they grow and prepare for their future. For more information, please visit the [Indiana Department of Education's website for post secondary transition assessments and goals](#).

Wisconsin Transition Assessments (GLS/ TRS)

Transition assessments are an important component of the transition planning process. Transition assessments assist the student in exploring their preferences, interests, needs and strengths to aid in writing their Postsecondary Transition Plan (PTP).
In Wisconsin it is required to start this process for all students with disabilities ages 14 and older. When creating the student's PTP, there is a question specifically regarding transition assessments that must be answered. If a transition assessment is not completed at the time of the annual IEP meeting, the IEP team will not be able to move forward with the student's postsecondary transition planning.

"Transition assessment is an ongoing process of collecting information on the student's strengths, needs, preferences, and interests as they relate to the demands of current and future living, learning, and working environments. This process begins at age 14 or earlier and will continue until the student graduates or exits high school. Information from this process is used to drive the IEP and transition planning process and to help develop the Summary of Performance (SoP) document detailing the student's academic and functional performance and postsecondary goals." (adapted from: Sitlington, P. L., Neubert, D. A., Begun, W. H., Lombard, R. C., & Leconte, P. J. (2007). Assess for success: A practitioner's handbook on transition assessment (2nd ed.). Thousand Oaks, CA: Corwin Press. p. 2-3)

Transition assessment begins well before the IEP team meeting to ensure meaningful, high quality information is available for the IEP team to consider. These assessments can be formal or informal. Educational team members conduct these throughout the year. Additional accommodations created in consultation with SLP/OT for accessibility.

More information can be found at the Transition Planning page on the Wisconsin Department of Public Instruction website and the Age-Appropriate Assessment Site from the Wisconsin Transition Improvement Grant (TIG).

KTEA (Genesee Lake)

The Kaufman Test of Educational Achievement (KTEA) is a comprehensive assessment tool that measures academic skills in students from pre-kindergarten through 12th grade. It evaluates key areas of learning, including reading, mathematics, written language, and oral language. The KTEA provides detailed insights into a student's academic strengths and weaknesses, helping educators diagnose learning disabilities, plan interventions, and track progress over time. With both comprehensive and brief forms, the KTEA is widely used for educational placement, IEP development, and identifying students in need of specialized instruction or accommodations.

WCJ (Genesee Lake)

The Woodcock-Johnson Tests of Achievement (WJ-C) is a widely used assessment tool that measures academic achievement in individuals from preschool through adulthood. It assesses key academic areas such as reading, mathematics, written language, and academic knowledge. The WJ-C provides detailed diagnostic information about a person's strengths and weaknesses in specific skill areas, making it useful for identifying learning disabilities, guiding individualized instruction, and monitoring academic progress over time. With its comprehensive and flexible design, the WJ-C supports educational placement decisions, development of IEPs, and planning of targeted interventions to promote academic success.

NWEA Reading Fluency (TC Harris)

The NWEA Reading Fluency Assessment is a helpful tool designed to measure how well students can read aloud with speed and accuracy. It assesses their ability to recognize words quickly and understand the meaning of the text. This assessment is important because it helps teachers identify each child's reading strengths and areas where they may need additional support. By understanding these skills, educators can tailor instruction to help improve students' reading abilities, ensuring they become confident and proficient readers.

NWEA Diagnostic Assessments for Reading, Mathematics, and Language Use (TC Harris)

The NWEA Diagnostic Assessments for reading, math, and language use are valuable tools that help teachers understand each student's academic strengths and areas for improvement. These assessments provide a comprehensive picture of a child's skills in reading comprehension, mathematical reasoning, and language usage, allowing educators to tailor their teaching strategies to meet individual needs. By identifying where a student excels and where they may need extra support, the assessments enable teachers to create personalized learning plans, ensuring that every child has the opportunity to succeed and grow in their learning journey.

iXL for Mathematics and English/ Language Arts (TC Harris)

IXL's assessments for math and English Language Arts (ELA) are interactive tools designed to help teachers and parents understand a child's academic progress. These assessments adapt to each student's level, providing questions that match their skills and knowledge. As students answer questions, IXL tracks their performance, highlighting strengths and areas where they may need improvement. This information helps teachers create personalized learning plans and provides parents with insights into their child's learning journey, ensuring that each student receives the support they need to thrive in math and ELA.

Roxie Reading (TC Harris)

Roxie Reading offers an effective assessment and intervention program specifically designed for struggling readers and students with dyslexia. The assessment helps identify each child's unique reading challenges and strengths, providing educators with valuable insights into their learning needs. Based on the assessment results, Roxie Reading provides targeted reading interventions that focus on essential skills such as phonics, fluency, and comprehension. These engaging and interactive activities are tailored to support each student's growth, helping them build confidence and improve their reading abilities. By using Roxie Reading, teachers and parents can work together to ensure that struggling readers receive the personalized support they need to succeed.

ExactPath Diagnostic (Nexus Virtual Education)

The Edmentum ExactPath Diagnostic Test is a computer-adaptive assessment that measures student skill readiness and growth in math, reading, and language arts. It pinpoints where a student is ready to start learning and creates an individualized learning path based on the results. It also provides teachers with each student's individual strengths and weaknesses which are used to guide instruction.

2.3 Special Education Assessments

Speech and Language:

Goldman-Fristoe Test of Articulation 2(GFTA-2) (SLP-GLS)

Articulation: Sounds-in-Words, Intelligibility, and Stimulability:provides information on an individual's articulation ability by asking a child to make 39 spontaneous or imitative sounds in words, sentences, and conversation.

Functional Communication Profile - Revised (SLP-GLS)

Interview/Observation-style assessment. Gathers information from student history, parent/teacher interviews, and informal observation to determine student's performance in receptive language, expressive language, pragmatic/social language, speech, and "non-oral communication"

Test of Pragmatic Language - Second Edition (TOPL-2) (SLP-GLS)

A standardized, norm-referenced assessment designed to evaluate a person's social communication skills, particularly their ability to understand and appropriately use pragmatic language in various contexts, including interpreting social cues, choosing appropriate content based on the audience and situation, and expressing feelings effectively.

Expressive Vocabulary Test 2nd Edition (EVT-2) (SLP-GLS)

Expressive vocabulary through labeling and synonyms. Word retrieval can be determined when paired with the PPVT-4.

Peabody Picture Vocabulary Test 4th Edition (PPVT-4) (SLP-GLS)

PPVT-4 is a norm-referenced assessment tool used to measure a person's receptive vocabulary, or their understanding of spoken words, across a wide age range from 2 years 6 months to 90 years and older; it is designed to evaluate how well individuals can identify pictures that correspond to spoken words, providing an indicator of their overall English language comprehension

Augmentative & Alternative Communication (AAC) Profile (SLP-GLS)

AAC skills in Operational, Linguistic, Social, and Strategic areas of learning: Develops a communication profile for AAC users. Identifies skills in the operational, linguistic, social, and strategic area of learning.

Test of Early Communication and Emerging Language (SLP-TECEL) (GLS)

Receptive language and Expressive language assessment for individuals with severe impairment and complex communication needs. Assesses communication and language strengths and weaknesses, design intervention plans, and predict future language development.

Clinical Evaluation of Language Fundamentals - Fifth Edition

(CELF-5) (SLP-GLS)

Core Language Score, Receptive Language, Expressive Language, Language Structure and Language Content: allowing clinicians to identify language strengths and weaknesses and diagnose potential language disorders by assessing various aspects like vocabulary, grammar, comprehension, and sentence formulation through a series of structured tasks and interactive activities.

Oral and Written Language Scales-2nd Edition (OWLS) (TC Harris)

A norm-referenced, standardized comprehensive language assessment. The four, interrelated scales of Listening Comprehension, Oral Expression, Reading Comprehension, and Written Expression assess all aspects of language in persons aged 5:0 to 21:0 years of age.

Functional Communication Profile-Revised (FCP-R) (TC Harris)

Provides an overall inventory of the individual's communication abilities, mode of communication (e.g., verbal, sign, nonverbal, augmentative), and degree of independence. Persons 3:0 years through adulthood can be assessed and rated in the major skills categories of communication through direct observation, teacher and caregiver reports and one on one testing.

Early Functional Communication Profile (EFCP) (TC Harris)

Can be used with persons 2:0-10:0 years of age. It is a criterion-referenced assessment that provides information about what a child can do with varying levels of prompts or adult assistance. Some of the language areas on the tool include: requesting, protesting, receptive language, joint attention, social interaction, and requesting assistance.

Clinical Evaluation of Language Fundamentals- 5th Edition (CELF-5) (TC Harris)

A norm-referenced, standardized assessment of semantic, syntax, morphology, and pragmatics for students aged 5:0 through 21:11 years of age. The assessment is separated into two parts, one for children ages 5:0-8:0 and a second one for persons 9:0-21:0 years of age. It includes both interactive tasks and an observational rating scale.

Test of Problem Solving 3rd Edition: Elementary (TOPS-3E) (TC Harris)

A norm-referenced, standardized assessment of students aged 6:0-12:11 years of age. It tests critical thinking and problem solving through use of pictured scenarios and questions from the

examiner. Areas assessed include making inferences, sequencing, predicting and determining causes.

Test of Problem Solving 2nd Edition: Adolescent (TOPS-2A) (TC Harris)

A norm-referenced, standardized assessment of language-based, critical thinking skills for students aged 12:0-17:11 years of age. It uses situations both within and outside of the school setting to evaluate the student's ability to make inferences, determine solutions, problem-solving, interpreting perspectives, and transferring insights.

Receptive One Word Picture Vocabulary Test (ROWPVT) (TC Harris)

A norm-referenced, standardized assessment of receptive vocabulary for persons 2:0 to 80+ years of age. It uses picture choice from a field of four to evaluate understanding of English vocabulary.

Expressive One Word Picture Vocabulary Test (EOWPVT) (TC Harris)

A norm-referenced, standardized assessment of expressive English vocabulary through picture naming. It is appropriate for persons 2:0 to 80+ years of age.

Stuttering Severity Instrument-4th Edition (SSI-4) (TC Harris)

A norm-referenced assessment of stuttering frequency, duration and physical concomitants in persons aged 2:10 through adulthood.

Occupational Therapy:

BOT-3 (Occupational Therapy Assessment- TC Harris and GLS)

The BOT-3, or Bruininks-Oseretsky Test of Motor Proficiency, Third Edition, is a comprehensive tool designed to evaluate a wide range of motor skills in children. It includes eight main subtests that assess both fine motor skills, like hand-eye coordination and dexterity, and gross motor skills, such as balance and strength. Additionally, there is one supplementary subtest that provides further insights into a child's motor abilities. This thorough assessment not only helps identify specific areas where a child may excel but also highlights any skills that may need additional support. By understanding a child's unique motor strengths and challenges, parents and educators can work together to foster their development effectively.

School Companion Sensory Profile 2 (Occupational Therapy Assessment- TC Harris and GLS)

The School Companion Sensory Profile 2 is a valuable tool for school-based clinicians that helps assess how children process sensory information, which can significantly impact their behavior and performance in the classroom. This profile allows clinicians to evaluate how a child responds to different sensory experiences, such as sights, sounds, textures, and movements. By understanding a child's sensory processing skills, educators and parents can gain important insights into how these skills may influence the child's ability to focus, engage with peers, and participate in classroom activities. This information can be crucial for developing tailored strategies and support systems that enhance the child's learning experience and overall well-being at school.

Adolescent/ Adult Sensory Profile (Occupational Therapy Assessment- TC Harris and GLS)

The Adolescent/Adult Sensory Profile is an important tool that helps individuals understand their sensory processing patterns and how these patterns affect their daily functioning. Through a series of questions, individuals reflect on their typical responses to various sensations, such as sounds, lights, textures, and movements, rather than focusing on specific moments or situations. This assessment provides valuable insights into how one's sensory preferences and sensitivities can influence everyday activities, social interactions, and overall quality of life. By recognizing these patterns, individuals can better understand their behaviors and needs, allowing them to make informed choices and seek support when necessary to enhance their daily experiences and well-being.

Comprehensive Assessment of Interoceptive Awareness (Occupational Therapy Assessment- TC Harris)

The Comprehensive Assessment of Interoceptive Awareness is a valuable resource for understanding how individuals perceive and interpret their internal body signals, which is essential for everyone, including your clients. While it's clear that improving interoceptive awareness is beneficial, knowing where to begin and how to approach it can feel overwhelming. Each person experiences their body in unique ways, so it's crucial to use specific measures that provide insight into each learner's individual level of interoceptive awareness. For instance, are they able to notice and understand the subtle sensations their body is sending them? Do they struggle with sensations that feel too faint or, conversely, overwhelming? By assessing their current understanding of these internal signals, we can identify how it supports their success in daily life or creates challenges that may hinder them from achieving their personal goals. This

understanding allows caregivers and educators to tailor support strategies that foster greater self-awareness and help individuals thrive.

The Berry-Buktenica Visual Motor Integration with supplemental Developmental Tests of Visual Perception and Motor Coordination (Occupational Therapy - GLS)

The **Beery VMI** (Beery-Buktenica Developmental Test of Visual-Motor Integration) is a standardized assessment tool used to measure an individual's ability to integrate visual and motor skills. Specifically, it evaluates how well a person can coordinate their visual perception with their motor responses, which is a key skill in activities such as writing, drawing, and other tasks requiring hand-eye coordination.

The Subtest of Visual Perception assesses the ability to understand and interpret visual stimuli, independent of motor output. Subtest of Motor Coordination evaluates the individual's ability to perform fine motor tasks that require hand-eye coordination, without being influenced by visual perception.

The Real: The Roll Evaluation of Activities of Life (Occupational Therapy - GLS)

Used to evaluate a wide age range of children on their ability to complete self-cares and home and community skills. The assessment is based on the areas of occupation as defined by the American Occupational Therapy Association in the Occupational Therapy Practice Framework addressing activities of daily living and instrumental activities of daily living in self-care and home and community living skills.

Hearing/Vision Screening (TC Harris and GLS)

Ensuring students have access to vital screenings is a cornerstone of our commitment to their success. Vision screening is included when assessing whether a child has exceptional educational needs or a disability requiring modifications and/or related services to succeed in a regular or special education program. Our Health Services Department provides vision screenings to help identify potential visual challenges that may impact learning.

Additionally, hearing screening should be included when assessing whether a child has a disability which requires modifications and related services to fully participate in a regular or special education program. hearing screenings are available through our Speech and Language Pathologists, offering early detection of auditory issues that can affect communication and

academic performance. These services are designed to support timely interventions and enhance students' ability to thrive in the classroom.

Infinite Campus Bi Weekly Progress Monitoring Tools

Infinite Campus provides a platform for biweekly progress monitoring of students' IEP goals in special education. Educators can track and document student progress across specific, measurable goals, using data to ensure alignment with the Individualized Education Program (IEP). The system allows for detailed progress updates, real-time data collection, and customized reporting, helping teachers make data-driven decisions to adjust instructional strategies as needed. This biweekly monitoring ensures that student growth is regularly assessed, supports compliance with IDEA requirements, and facilitates meaningful communication with families about student progress.

Trimester Progress Reports of IEP Goals

Trimester progress reports provide a comprehensive overview of student progress toward Individualized Education Program (IEP) goals in special education. These reports are generated at the end of each trimester and offer detailed insights into each student's achievement in relation to their specific, measurable goals. Educators evaluate student performance, highlight areas of growth, and identify any challenges faced during the trimester. The reports also include recommendations for future instruction and support. This systematic reporting fosters transparent communication with families and stakeholders, ensuring that all parties are informed about student progress and that appropriate adjustments can be made to enhance educational outcomes.

Academic Reporting:

Semester Hours/Minutes (Genesee Lake and The Richardson):

Genesee Lake School and The Richardson provide a requesting district semester hours/minutes for required core coursework upon request on a trimester basis as well as upon discharge. Genesee Lake provides Pass/Fail Indication and progress rating scale as well. Each individual district will need to calculate and assign a credit value according to their credit system to the student's transcript. Individual districts in conjunction with the student's IEP will need to award/waive credits for graduation. Please note that we do not assign letter grades at GLS and TRS; students are placed at their instructional level, not necessarily their grade level. It is up to the home school districts when a student is in placement at GLS/TRS to determine which courses offered fit local school district course codes. They are the LEA and hold the student's educational file. With that, the districts will be able to calculate grades and credits.

Academic Reporting (TC Harris)

Purpose

The purpose of grades and academic reporting is to give parents and students a clear understanding of a student's progress and performance in school. Grades help measure how well students are learning and mastering the material in different subjects. They serve as a way to communicate successes and areas where a student might need additional support or improvement. Regular academic reports, such as report cards, provide detailed feedback on a student's achievements, participation, and effort, helping families stay informed and engaged in their child's education. By understanding these reports, parents can better support their children in reaching their learning goals and celebrating their accomplishments.

Alternate Grading Scale

Indiana's alternate grading scale is used for students who are on a pathway to earn a Certificate of Completion or Alternate Diploma, in which students are evaluated based on their understanding and exposure to the course material using specific categories instead of traditional letter grades. The grading scale includes four levels:

- P for "At Proficiency," which means the student has a strong grasp of the subject.
- AP for "Approaching Proficiency," indicating that the student is close to meeting the expected understanding but may need a little more support.
- BP for "Below Proficiency," which shows that the student is struggling and needs significant help to improve.
- NP for "No Proficiency," meaning the student has not yet demonstrated understanding of the material.

Scores of "At Proficiency" (P) and "Approaching Proficiency" (AP) are considered passing, meaning the student is making progress in their learning. Instead of using Indiana's State Standards, students following this alternate grading scale focus on Indiana's Content Connectors, which are streamlined learning objectives designed to help students with different learning needs. Additionally, these students participate in alternate state and district assessments (e.g. IAM). This approach allows for a more personalized evaluation of each student's skills and progress, helping teachers and families identify specific areas for growth and support.

Academic Performance Level for Alternate Grading Scale		
Percent	Grading Scale	Category
80-100%	P	At Proficiency

60-79%	AP	Approaching Proficiency
40-59%	BP	Below Proficiency
0-39%	NP	No Proficiency

Traditional Grading Scale

In Indiana's traditional grading system, students are assessed based on their mastery of the material using an A-F grading scale. This scale corresponds to a Grade Point Average (GPA) system, which helps summarize a student's overall performance. Here's how the grades translate:

- "A" earns a score of 4.0
- "B" is 3.0
- "C" is 2.0
- "D" is 1.0
- "F" is 0

Scores of "D" or higher are considered passing, but it's important to note that certain diploma paths may require students to achieve a higher GPA in specific courses or overall to qualify for graduation.

Students using the traditional grading scale follow [Indiana's State Standards](#), which outline the knowledge and skills students should learn at each grade level. They also participate in state assessments like ILEARN and the SAT to measure their understanding and readiness for future academic challenges. This system provides a clear and standardized way to evaluate student learning, helping parents understand how well their children are performing in school and what areas may need improvement.

Academic Performance Level for Traditional Grading Scale		
Percent	Letter Grade	Grade Point Average (GPA)
90-100%	A	4
80-89%	B	3
70-79%	C	2
60-69%	D	1
0-59%	F	0

3. Readiness

3.1 Needs Assessment

The purpose of conducting needs assessments is to systematically identify gaps between current performance and desired outcomes in order to make informed decisions about resource allocation, instructional priorities, and assessment practices. By gathering data from various stakeholders and evaluating existing assessments, needs assessments help districts align their strategies with educational goals, ensure equitable access to resources, and improve student learning outcomes through targeted interventions.

3.1.1 Identifying Assessment Needs

Item	Description
Commonly Used Terms Top 10 Terms Special Education Terms	We have identified common terms within our assessment system and clearly defined them.
Compliance with State and Federal Requirements Indiana Assessments Indiana Assessment Window WI Assessments by Grade 2024-25 Wisconsin State Assessment Schedule	All required assessments for compliance with state and federal laws (e.g., ACCESS, FORWARD) have been identified and listed on these websites.
Special Education guidelines Indiana Special Education Guidelines and Accessibility and Accommodations Information Indiana Opt Out Guidelines *(Section 3 on pg. 7)* WI Special Education Assessment Guidelines WI Accommodations for assessments:	All special education guidelines for participation in state assessments clearly outlined on linked Indiana DOE and WI DPI websites.

[Forward Accommodations Policy](#) [PreACT Secure Accommodations and Supports](#) [ACT Accommodations Policy](#) [DLM Accessibility Manual](#) [WI Opt Out Guidelines](#)	
[Assessment Inventory](#)	A complete list of all current assessments being administered across MyPath is available and up-to-date.