DEPARTMENT of EDUCATION
Louisiana Believes

PRE-K TO 3RD GRADE
ASSESSMENT GUIDANCE 2020–2021 DRAFT

A strong assessment plan in the early elementary grades includes:

- **Screening** to quickly identify which children may need additional screening assessments and/or support;
- **Progress monitoring** to ensure children are making adequate progress; and
- **Diagnostic assessments** administered selectively to students not making progress to inform instruction and identify specific needs.

REQUIRED ASSESSMENTS FOR STUDENTS IN PRE-K THROUGH 3RD GRADE

GRADE BAND	ASSESSMENTS	KEY SKILLS MEASURED	RESOURCES	TESTING WINDOW	RESULTS DUE
Early childhood assessment (Pre-K)	*GOLD*	• Language • Literacy • Math • Social-Emotional • Cognitive	*GOLD* **Guidance**	Fall, winter and spring benchmarks	Submit in the *GOLD* System by: • October 31 • February 28 • May 31
Kindergarten Readiness* (First-time Kindergarten children)	**DRDP-K** *GOLD* **KEA**	• Language/Literacy • Math • Social-Emotional • Approaches to Learning • Physical	**KEA FAQs**	First 30 days of school	Submit DRDP results with SIS K-3 Assessment Collection by October 18; Submit GOLD KEA results through the Teaching Strategies platform by October 18
K-3 Literacy Screening* (All children)	**DIBELS 8th** **DIBELS Next** **STEEP** **STEP**	• First Sound Fluency (K)** • Word Fluency (1st)*** • Oral Reading Fluency (2nd) • Comprehension (3rd)****	**Guidelines for Students with Special Needs** **Score Guidance**	First 30 days of school	Submit with SIS K-3 Assessment Collection by October 18

*Fall screening is required by law and BESE policy.
** If administering DIBELS 8th, use Phoneme Segmentation.
***If administering DIBELS Next, DIBELS 8th, or STEEP, use Nonsense Word Fluency.
****If administering DIBELS Next or DIBELS 8th, use DIBELS Daze or DIBELS Maze, respectively.

PROGRESS MONITORING ASSESSMENTS (ALL CHILDREN THROUGHOUT THE SCHOOL YEAR)

Assessments embedded in **Tier 1 Curriculum**, including benchmark or interim assessments, are recommended. However, school systems may decide to use another tool, which could also be the same tool used for screening. Data from these assessments can be particularly helpful in identifying children who need additional supports and/or interventions but whose needs were not evident within the first 30 days of school.

DIAGNOSTIC ASSESSMENTS (ONLY FOR CHILDREN NOT MAKING PROGRESS AFTER ADDITIONAL SUPPORT IS PROVIDED)

If initial supports are insufficient, the SBLC should consider multiple sources of data to determine the diagnostic assessment(s) necessary to better identify the specific needs of the child. This may include dyslexia assessments.