



Woodland Consolidated School  
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August 1, 2024

Dear Parent or Guardian:

Our District receives federal funds for education programs that are part of the Elementary and Secondary Education Act (ESEA), as amended (2015).

This law requires that all States adopt challenging academic standards and tests based on those standards. There must be at least three levels of scores for students who take these tests. This includes tests in mathematics, reading or language arts, science, and any other subject chosen by the State. States are required to develop English language proficiency tests for students who are English learners. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's ability to understand and communicate in that language or in a person's preferred mode of communication. Furthermore, States must develop alternate tests for students with the most significant cognitive disabilities. A school district may also request State approval to use a locally selected test for high school students that is different than the State test.

In addition to the aforementioned State testing, School Union #122 also utilizes the STAR 360 assessments to monitor the students progress in both reading and math. Testing windows for these assessments are included with this notification. Teachers may also choose to assess students outside the windows if they want to monitor their progress more frequently, prior to SST meetings, or if a student did not test well and the teacher knows they can do better. STAR 360 assessments are very informative and offers feedback to the teachers on areas that each student needs to focus for improvement.

These academic tests provide important information that help teachers, schools, school districts and states identify students' strengths and weaknesses. Test results and other information are used to improve academic and language instruction for students. These tests are also used to identify schools that may be in need of extra support to improve student achievement. It is the goal of the district to have all students participate in state and local testing.

Results for the State testing are mailed out when made available by the State DOE. STAR 360 results are provided with student progress reports, report cards, and/or SST meetings.

You have the right to request to receive any State or District policy about student participation in any/all assessments administered in the district. If you request this information, the district must provide it to you.

If you have any questions about the benefits of State testing, District testing, or local testing, please contact Gillian Sleeper, Building Principal.

**Opt Out Statement** *School Union #122 utilizes all assessment data to help inform our practices at the district, school, classroom and individual levels for our students. Although we encourage students and parents to participate fully in our assessment program, it is important to note that parents/guardians may opt their child out of state testing. If you are interested in doing so, please reach out to your child's principal to make this request in writing.*

[https://www.maine.gov/doe/Testing\\_Accountability/MECAS/materials](https://www.maine.gov/doe/Testing_Accountability/MECAS/materials)

## Assessment Calendar 2024 - 2025

Assessment Name	Assessment Dates	Window	Delivery Method	Required Participants
Access for ELLs  (English Language Proficiency)	January 6, 2025 - February 28, 2025	9 Weeks	<b>Kindergarten:</b> Paper <b>Grade 1-12:</b> Online	English Learners K-12
Alternate Access for ELLs  (English Language Proficiency)	January 6, 2025 - February 28, 2025	9 Weeks	Paper/Pencil	English Learners in Grades K-12 with Significant Cognitive Disabilities
Maine Through Year Assessment: Mathematics & Reading	<b>Fall (Required):</b> September 16, 2024 - October 25, 2024 <b>Winter (Optional):</b> January 6, 2025 - February 14, 2025 <b>Spring (Required):</b> April 14, 2025 - May 30, 2025	6 Weeks	Online	Students in Grades 3-8, & 2nd Year of High School
Maine Science Assessment	<b>Grades 5 and 8:</b> May 12, 2025 - May 23, 2025  <b>High School:</b> April 2, 2025 - April 17, 2025	2 Weeks	Online	Grades, 5, 8, & 3rd Year of High School
MSAA: Mathematics & ELA/Literacy	March 10, 2025 - April 25, 2025	6 Weeks	Online	Students with Significant Cognitive Disabilities; Grades 3-8, & 3rd Year of High School
MSAA Science	March 10, 2025 - April 25, 2025	6 Weeks	Online	Students with Significant Cognitive Disabilities; Grades 5, 8, & 3rd Year of High School
National Assessment of Educational Progress (NAEP)	January 2026 - March 2026			Mathematics and Reading Grades 4, 8, & 12 and Science Grade 8 at sampled schools

### District Wide

Star 360	Math	8/31-9/22 10/23-10/27 11/6-11/17 2/26-3/8 5/14-5/25	Teachers will use this data to determine what the needs are for each student. This data will show what areas the student needs to focus on. The teacher will then inform the student what part of IXL they need to work on for practice to improve those areas. This information is also shared with the Title 1 teacher and what areas need to be focused on. The data is also used as supporting evidence at SST meetings to help determine an academic plan. The teachers also share this information with the parents at P/T conferences to inform them where the student scored and where they should be for their grade level and what they need to work on for improving their scores.	Staff informs parents, SST coordinator is contacted and a meeting is set up with parents, teacher & SST team to develop a plan and meet on a monthly basis if needed
Star 360	Literacy	8/31-9/22 10/23-10/27 11/6-11/17 2/26-3/8 5/14-5/25	Teachers will use this data to determine what the needs are for each student. This data will show what areas the student needs to focus on. The teacher will then inform the student what part of IXL they need to work on for practice to improve those areas. This information is also shared with the Title 1 teacher and what areas need to be focused on. The data is also used as supporting evidence at SST meetings to help determine an academic plan. The teachers also share this information with the parents at P/T conferences to inform them where the student scored and where they should be for their grade level and what they need to work on for improving their scores.	Staff informs parents of concerns, SST coordinator is notified and set up meeting for a plan