



Woodland Consolidated School
844 Woodland Center Road, Woodland Maine 04736
Phone 207-496-2981/FAX 207-496-6913

November 2019

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.

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.

You have the right to request to receive any State or District policy about student participation in any of these tests required by the ESEA. 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 both, please contact Susie Schloeman, 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.

Test Administration Materials & Training

2019-2020 MEA Administration Calendar

Assessment Title	Administration Date(s)	Administration Window	Method of Delivery	Intended For
WIDA ACCESS for ELLs English Language Proficiency	1/6/20 - 2/28/20	8-weeks	Kindergarten: Paper Grades 1-12: Online	English learners K-12
WIDA Alternate ACCESS for ELLs English Language Proficiency	1/6/20 - 2/28/20	8-weeks	Paper / Pencil	English learners in grades 1-12 with significant cognitive disabilities
Science Alternate Assessment	4/6/20 – 5/22/20	6 weeks	Paper/Pencil	Students with significant cognitive disabilities; Grades 5, 8, third year HS
eMPowerME - Mathematics & ELA/Literacy	3/16/20 - 4/10/20	4-weeks	Online	Students in grades 3-8
MSAA - Alternate Mathematics & ELA/Literacy	3/16/20 - 5/1/20	6-weeks	Online	Students with significant cognitive disabilities; Grades 3-8, third year HS
Science - High School (HS)	3/30/20 - 4/10/20	2-weeks	Paper / Pencil	Third year HS students
SAT - Mathematics & ELA/Literacy	4/14/20 (School Day) 4/28/20 (Makeup)	2-days	Paper / Pencil	Third year HS students
SAT - NAR/SAA Mathematics & ELA/Literacy	4/14/20 - 4/17/20 & 4/27/20 - 4/28/20	6-days	Paper / Pencil	Students on a Non-Standard Administration Roster (NAR) and/or who have State Allowed Accommodations (SAA*) <i>*Not college reportable</i>
Science - Grades 5 & 8	4/27/20 - 5/8/20	2-weeks	Paper / Pencil	Students in grades 5 & 8

National & International Assessments

Assessment Title	Administration Date(s)	Administration Window	Method of Delivery	Intended For
National Assessment of Educational Progress (NAEP)	TBD	6-weeks	Computer-Based	Sample of selected schools
Trends in International Mathematics and Science Study (TIMSS)	TBD	9-weeks	Computer-Based	Sample of selected schools

Assessment	Subject	Administration Dates	Utilization of Results (Classroom and Schoolwide)	Communication Plan
	Math			
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
	Literacy			
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