

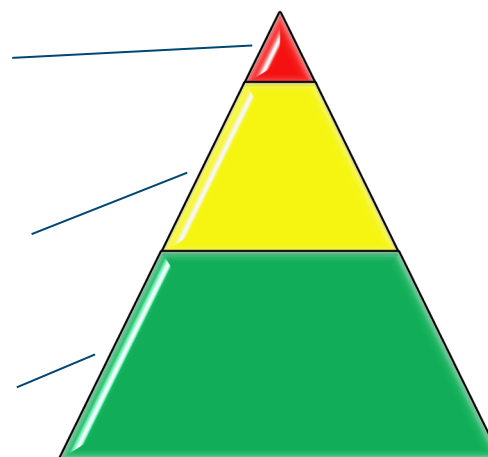
OVERVIEW

Fresno Unified School District (FUSD) students can and must learn at grade level and beyond. To ensure students graduate ready for college and career, we are committed to implementing an aligned system of curriculum, instruction, and assessment. Student assessments in FUSD are delineated using a 3-tiered assessment system. The 3-tiered assessment system serves as a guide to educators about what assessments can be administered to whom, when, and for what purpose.

Tier 3
Assessments for students who need intensive and individualized support. Appropriate assessments are determined by Student Study Team (SST) or Individualized Instructional Plan (IEP) Team.

Tier 2
Assessments used at site, classroom, or individual student level. Choice to administer Tier 2 assessments is delegated to sites.





Tier 1
Assessments for all students. These are state- or district-mandated assessments.



SCHOOL ASSESSMENT PLANNING

FUSD assessments within each of the three tiers are described in the following pages. Below is a key of the icons used in this document to indicate purpose and general characteristics of the assessments listed.

Assessment Purpose





	 DIAGNOSTIC	 FORMATIVE	 INTERIM/BENCHMARK	 SUMMATIVE
Description	A type of assessment that is used to diagnose where students are in stages along a progression such as by grade level, concepts or skills. Teachers use diagnostic testing information to guide what and how they teach.	A wide variety of methods that teachers use to measure learning needs and academic progress during a lesson, unit or course while it is happening. Used to inform in-process teaching and learning modifications. Often referred to as assessments for learning.	Used to evaluate where students are in their learning progress and determine whether they are on track to performing well on future assessments such as standardized tests. Interim assessments fall between formative and summative assessment.	Used to evaluate student learning and achievement at the end of a specific period such as at the end of a project, unit, course, semester, program, or school year. Often referred to as assessment of learning.
Tell us	What skills is a student struggling with? What specific lessons would help the student improve?	What comes next in learning? How can I help this student improve every day?	Are students meeting expectations across our classrooms? Is our instructional program working?	Are all groups of students meeting the standards? Are enough students meeting the standards?
Typical frequency	1 - 3 x a year.	Regular (e.g., daily, weekly, bi-weekly)	2 - 4 x a year	1- 2 x a year
Information used by	Students, Teachers, Parents	Students, Teachers, Parents	Students, Teacher Teams, School Leaders, District Leaders, Parents	Students, Parents, Schools, District, Community, State, Federal
Examples	i-Ready Diagnostics, running records, word lists, pretests.	Teacher- and school-based assessments and assignments, publisher assessment tools, reading assessments (e.g., CFAs, BAS, DRP)	IABs, i-Ready Standards Mastery	End of course exams, SBAC, AP exams

ENGLISH LANGUAGE ARTS/LITERACY ASSESSMENT SYSTEM



The following tables contains a list of Tier 1 (district- or state-mandated) assessments, as well as some of the more widely used assessments that are appropriate and optional at Tier 2 and Tier 3.

Tier 1 Assessments: English Language Arts/Literacy				
ASSESSMENT	FOR	PURPOSE	WHAT DOES IT MEASURE?	CONSIDERATIONS FOR USE
<p>Common Formative Assessments (CFAs) CFAs are created collaboratively by professional learning communities (PLCs) for the same grade level or course.</p>	PK-12		CFAs can measure specific skills or understanding of standards. CFAs help to identify students who need support, help teachers to identify teaching strategies most effective in helping students acquire the intended knowledge/skills. CFAs inform PLC members' individual and collective practice.	CFAs are checks for understanding to inform instruction. These can be used to diagnose student learning needs. Should not be used for evaluative purposes.
<p>Desired Results Developmental Profile (DRDP) Teachers observe students during day-to-day activities to determine their developmental level in eight learning domains.</p>	PK		In the language and literacy domain, DRDP measures receptive and expressive language skills, emergent writing skills, interest in literacy, concepts about print, comprehension of age-appropriate texts, phonological awareness, and letter and word knowledge.	November: Review students' developmental levels to plan instruction that meets their needs. Identify students at the lowest levels for targeted intervention. May: Reflect on student progress and the effectiveness of instruction to plan for next year.
<p>Foundational Skills Assessment (FSA) (English, Spanish, Hmong (TBD)) Battery comprising several subtests in early math, language and literacy skills. Some items are administered to students individually and others in small groups.</p>	K		FSA subtests measure the following foundational skills: print concepts (uppercase and lowercase letters), phonics and word recognition (letter sounds and high frequency words), and phonological awareness.	Monitor students' growth in foundational skills over time. The FSA is not comprehensive; it does not assess all the standards that Kindergarten students are expected to master by the end of the school year.
<p>i-Ready Diagnostic (i-Ready Spanish Diagnostic) Computer-adaptive assessment designed to provide teachers with actionable insight into student needs. Offers a complete picture of student performance and growth.</p>	K-10		The i-Ready reading diagnostic provides grade-level placement measures of overall reading and the following domains: phonological awareness, high frequency words, phonics, vocabulary, comprehension of literature, and comprehension of informational text.	The i-Ready diagnostic is given at specific intervals during the school year (like benchmark assessments) for the purpose of diagnosing student needs and measuring growth, it is not a benchmark or achievement test.
<p>Smarter Balanced Summative Assessment (SBAC) State summative assessment of grade-level Common Core standards consisting of two parts: 1) a computer-adaptive test with multiple-choice, extended response, and technology enhanced items; 2) a performance task challenging students with a complex real-world problem.</p>	3-8, 11		SBAC provides an overall measure of students' progress toward proficiency of grade-level standards. SBAC provides a measure of student reading comprehension and performance on the Smarter Balanced Assessment Consortium (SBAC) claims: reading, writing, speaking and listening, and research/inquiry.	Data on incoming student performance against the SBAC claims can be used to identify strengths and areas of need. End of year data can be used to reflect on the effectiveness of literacy programming in helping students comprehend grade level texts.
<p>National Assessment of Educational Progress (NAEP) The National Assessment of Educational Progress (NAEP) is the only assessment that measures what U.S. students know and can do</p>			State and selected urban districts are assessed in mathematics, reading, and (in some assessment years) science and writing.	NAEP is given to a representative sample of students across the country. Results are reported for groups of students with similar characteristics (e.g., gender, race and ethnicity, school location), not individual students.

in various subjects across the nation, states, and in some urban districts.			National results are available for all subjects assessed by NAEP.
<p>Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQ) The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQ) and PSAT 10 measure what students are learning in school, determine if students are on-track for college and career readiness, and open doors for opportunities to prepare and pay for college.</p>	8-11 	PSAT is a practice version of the SAT exam. The assessment measures what students are learning in school and determines if students are on track for college readiness. The test is two hours and forty-five minutes long and is composed of three sections: Reading, Writing and Math.	Our district administered PSAT once a year in October. Test results are used for identifying AP Potential, preparing students for SAT through Khan Academy with personalized practice questions, as well connecting students to scholarships, admission, and financial aid information from colleges/universities.
<p>English Language Proficiency Assessments for California (ELPAC) A required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. It is administered (1) as an initial assessment to newly enrolled students whose primary language is not English, as indicated on a home language survey (HLS); and (2) annually as a summative assessment to students who have been previously identified as EL student</p>	K-12 	The purpose of the ELPAC is twofold: (1) the Initial ELPAC provides information to help determine a student's initial classification as an EL student or as IFEP; and (2) the Summative ELPAC provides information on annual student progress toward ELP and reclassification as fluent English proficient. ELPAC measures language fluency in speaking, listening, reading, and writing in English.	ELPAC results are not used to measure academic achievement. The Initial ELPAC results are used to identify EL students who need to develop their skills in listening, speaking, reading, and writing in English. Assists schools when determining program services for new students who are identified as EL students. The Initial ELPAC results also are used to identify students who are IFEP and are able to participate in an English (core) academic program without EL student services. Summative ELPAC results determine EL student progress towards ELP. This information is used to assist LEAs and schools in the ongoing process of program monitoring and evaluation. The Summative ELPAC results also form one of four criteria used to determine whether EL students are ready to be designated as RFEP.
<p>California Science Test (CAST) The CAST is a computer-based test that consists of stand-alone questions as well as two or three performance tasks. Performance tasks require students to solve a series of related questions.</p>	5, 8, 11 	The CAST measures what students know and can do using the (CA NGSS), which focuses on understanding the scientific concepts found in the Life Sciences, Earth and Space Sciences, and Physical Sciences.	Results from CAST inform what students know and can do in science at specific grade levels. Information regarding science knowledge can assist teachers in developing lessons that foster science education.
<p>Physical Fitness Test (PFT) A comprehensive, health-related physical fitness battery of tests for students in California. The State Board of Education designated the FITNESSGRAM® as the PFT for students in California public schools. The FITNESSGRAM® consists of six fitness areas: Aerobic Capacity, Abdominal Strength and Endurance, Upper Body Strength and Endurance, Trunk Extensor Strength and Flexibility, Body Composition, and Flexibility.</p>	5, 7, 9 	The test has six parts that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents.	The results are useful for schools to monitor their physical education programs.

Advanced Placement Exam (AP Exam)

Advanced Placement (AP) is a program offered by College Board. The AP program provides high school students an opportunity to take college level courses (curricula) and earn college credits if students received a qualifying score (3, 4, or 5) on their AP exams. Most AP exams are about 2-3 hours long. The first part of the exam consists of multiple-choice questions. And the second part of the exam usually consists of free-response questions.

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Students earn college credits if they received a qualifying score of 3, 4, or 5 on their AP exams. And for students to take higher-level courses that can better prepare them for college.

Earn college credit prior to high school graduation.

Scholastic Assessment Test (SAT)

SAT is a standardized test created and administered by College Board. The purpose of the SAT is to measure a high school student's readiness for college. SAT scores are used for college admissions as well scholarship opportunities. The three hours paper-to-pencil test consists of two sections: Evidence-Based Reading and Writing and Math. The Evidence-Based Reading and Writing is comprised of two tests, one focused on Reading and one focused on Writing & Language. And the Math section included of a single test with two components, a no-calculator portion and a calculator-allowed portion.








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All on-track "A-G" juniors take the SAT School Day free of charge every year in the Spring. The purpose of the SAT is to measure a high school student's readiness for college.

The results are used to measure a high school student's readiness for college. Also, it is used as part of the California State University system admission requirements.

Tier 2 Assessments: English Language Arts/Literacy

ASSESSMENT	FOR	PURPOSE	WHAT DOES IT MEASURE?	CONSIDERATIONS FOR USE
Fluency Oral reading fluency assessment of connected text.	K-1		Fluency assessments are typically 1-minute individually administered assessments of accuracy and automaticity with connected text. Fluency is reported as the number of words correct per minute.	Fluency is necessary but insufficient for reading comprehension. Monitoring of fluency progress should be coupled with instruction in reading comprehension strategies.
Fountas and Pinnell Benchmark Assessment System (BAS) (SEL) Reading assessment in which teachers observe students' oral reading behaviors at increasing levels of text complexity.	K-1		BAS provides a measure of student independent and instructional reading levels, including accuracy, fluency and comprehension. Optional assessments of phonemic awareness, phonics, letter learning, high frequency word knowledge, reading attitude, and habits are also included.	Diagnose where struggling readers might need additional systematic instruction in foundational reading skills. Monitor students' reading growth over time.
Istation's Indicators of Progress (ISIP) Monthly Spanish literacy assessment that are web-based and computer-adaptive.	K-5		Measures phonemic awareness, phonics, fluency, comprehension, and vocabulary. Assess and report student ability in these domains throughout and across academic years.	Automatic progress monitoring in 30 minutes every month. Students are put in individual learning paths based on their abilities.
i-Ready Standards Mastery Computer-based assessments of individual standards that teachers can use to identify performance trends and learning gaps.	2-8		Teachers and administrators can build short assessments called Mastery Checks to assess specific grade-level standards. Administrators build each assessment, selecting the standards of their choice. Standards Mastery enables teachers to diagnose students' learning needs to personalize individual learning paths, provide differentiated instructional support, and adjust whole class instruction.	Uses the same interface as the i-Ready Diagnostic. Administrators can assign multiple-standard assessments for interim/benchmark use at the grade level. Teachers can assign single-standard assessments for formative or interim/benchmark use.
Degrees of Reading Power (DRP) Reading comprehension assessment in which students select from word lists to fill in blanks in reading passages.	2-12		DRP provides a general measure of student reading comprehension. It does not provide a valid measure of comprehension skills such as key ideas and details, craft and structure, or integration of knowledge and ideas.	Identify students who struggle with comprehension and may benefit from additional work with complex texts. Monitor students' reading growth over time.
SBAC Interim Comprehensive Assessments (ICAs) Computer-based, fixed-form tests that assess the same content using similar item types and report scores on the same scale as the SBAC Summative Assessments. The ICAs are mock-ups of the SBAC Summative Assessments.	3-11		ICAs measure a similar range of content as the SBAC Summative Assessments and assess similar claims, targets, and standards. The ICAs yield overall scale scores (on the same vertical scale), overall performance level designations, and claim-level information as the SBAC Summative Assessments.	ICAs require the same amount of time to administer as the SBAC Summative Assessments. Results from ICAs can be used to give teachers an idea of how students will perform on the SBAC Summative Assessment
SBAC Interim Assessment Blocks (IABs) Computer-based, fixed-form tests that assess a smaller set of SBAC Summative Assessment-related concepts than the ICAs.	3-8 & High School		The IABs are assessments that can be used throughout the schoolyear to assess a smaller but more granular set of SBAC-related concepts than the ICAs. The IABs provide detailed information for instructional purposes.	Although IABs are interim assessments, the results can also be used formatively by providing more detailed information for instructional purposes and allowing teachers to monitor student performance on smaller sets of targets.

Tier 3 Assessments: English Language Arts/Literacy

ASSESSMENT	FOR	PURPOSE	WHAT DOES IT MEASURE?	CONSIDERATIONS FOR USE
<p>Individualized Education Plan (IEP) Assessments An IEP describes both a process and a written document. Once a child is found eligible for special education, you will participate in the process by attending an IEP meeting at a child’s school at least once a year. At this meeting, members of the team will write an IEP document that describes a child’s educational needs and the services that will be provided to meet those needs.</p>	TK-12		The IEP will include a statement of a child’s present levels of educational performance; a statement of measurable goals, including short- and long-term objectives. A statement of the special education and related services that a child will need.	An IEP meeting must be held at least annually. However, if you are concerned about problems with a child’s current IEP or feel that a new, unaddressed educational issue has arisen for the child, you do not have to wait until the annual IEP meeting to have these issues reviewed. Instead, you can request that an IEP meeting be held to discuss your concerns. Once the school receives your meeting request, the meeting must be held within 30 days.
<p>Assessments recommended by Student Study Team (SST) The Student Study Team is often the first step a parent can take when they have a concern about their child’s progress in school.</p>	TK-12		The SST is a group formed within the school to further examine a student’s academic, behavioral and social-emotional progress. The SST team can propose interventions for the student. The team usually consists of a teacher, administrator, and support personnel from the school.	The SST is a group formed within the school to further examine a student’s academic, behavioral and social-emotional progress. The SST team can propose interventions for the student. The team usually consists of a teacher, administrator, and support personnel from the school. Sometimes a special education teacher will also participate to give his or her perspective. The student and parent are also a part of the team.




MATHEMATICS ASSESSMENT SYSTEM






The following tables contains a list of Tier 1 (district- or state-mandated) assessments, as well as some of the more widely used assessments that are appropriate and optional at Tier 2 and Tier 3.

Tier 1 Assessments: Mathematics



WHAT DOES IT MEASURE?	FOR	PURPOSE	WHAT DOES IT MEASURE?	CONSIDERATIONS FOR USE
<p>Common Formative Assessments (CFAs) CFAs are created collaboratively by professional learning communities (PLCs) for the same grade level or course.</p>	PK-12		CFAs help to identify students who need support, help teachers to identify teaching strategies most effective in helping students acquire the intended knowledge/skills. CFAs inform PLC members' individual and collective practice.	CFAs are checks for understanding to inform instruction. These can be used to diagnose student learning needs. Should not be used for evaluative purposes.
<p>Desired Results Developmental Profile (DRDP) Teachers observe students during day-to-day activities to determine their developmental level in eight learning domains.</p>	PK		In the cognition domain, DRDP provides a measure of student understanding of spatial relationships, number and quantity, measurement, and shapes as well as student ability to compare and sort objects, add and subtract objects, and recognize, reproduce, and create patterns.	November: Review average developmental levels to plan instruction that meets the needs of students. Identify students at the lowest levels for targeted intervention. May: Reflect on student progress from the beginning of the year and effectiveness of instruction to plan for next year.
<p>Foundational Skills Assessment (FSA) (English, Spanish, and Hmong (TBD)) Battery comprising several subtests in early math, language and literacy skills. Some items are administered to students individually and others in small groups.</p>	K		FSA subtests measure the following foundational skills: print concepts (uppercase and lowercase letters), phonics and word recognition (letter sounds and high frequency words), and phonological awareness.	Monitor students' growth in foundational skills over time. The FSA is not comprehensive; it does not assess all the standards that Kindergarten students are expected to master by the end of the school year.
<p>i-Ready Diagnostic Computer-adaptive assessment designed to provide teachers with actionable insight into student needs. Offers a complete picture of student performance and growth.</p>	K – Algebra II		The i-Ready math diagnostic provides grade level placement measures of overall mathematics and the following domains: number and operations, algebra & algebraic thinking, measurement & data, and geometry.	Although the i-Ready diagnostic is given at specific intervals during the school year for the purpose of diagnosing student needs and measuring growth, it is not a benchmark or achievement test.
<p>Cognitive Abilities Assessment (CogAT) CogAT measures abilities across the symbol systems that are most highly correlated with fluid reasoning, problem solving, and success in school. With its separate measures of Verbal, Quantitative, and Nonverbal reasoning, this research-based and proven test provides multiple perspectives on student ability across grades K–12. This is the first screen assessing for GATE tendencies.</p>	1		The CogAT Test measures the level and pattern of cognitive development of a student compared to age mates and grade mates. These general reasoning abilities, which start developing at birth and continue through early adulthood, are influenced by experiences gained both in and out of school.	One of the GATE eligibility assessments FUSD utilizes for all first graders. Although national norms are included, we have been advised by a few external agencies not to utilize this function and measurement of the assessment.
<p>Smarter Balanced Summative Assessment (SBAC) State summative assessment of grade-level Common Core standards consisting of two parts: 1) a computer-adaptive test with multiple-choice, extended response, and technology enhanced items 2) a performance task challenging students with a complex real-world problem.</p>	3-8, 11		SBAC provides an overall measure of students' progress toward proficiency of grade-level standards. SBAC reports student performance on the following mathematics claims: concepts and procedures, problem solving and modeling and data analysis, and communicating reasoning.	Data on incoming student performance against the SBAC claims can be used to identify strengths and areas of need. End of year data can be used to reflect on the effectiveness of mathematics programming in helping students' master grade level standards.

<p>National Assessment of Educational Progress (NAEP) The National Assessment of Educational Progress (NAEP) is the only assessment that measures what U.S. students know and can do in various subjects across the nation, states, and in some urban districts.</p>	4, 8, 12		State and selected urban districts are assessed in mathematics, reading, and (in some assessment years) science and writing.	NAEP is given to a representative sample of students across the country. Results are reported for groups of students with similar characteristics (e.g., gender, race and ethnicity, school location), not individual students. National results are available for all subjects assessed by NAEP.
<p>Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQ) The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) and PSAT 10 measure what you're learning in school, determine if you're on track, and open doors for opportunities to prepare and pay for college.</p>	8-11		PSAT is a practice version of the SAT exam. The assessment measures what students are learning in school and determines if students are on track for college readiness. The test is three hours long and is composed of three sections: Reading, Writing and Language, and Math.	Our district administered PSAT once a year in October. Test results are used for identifying AP Potential, preparing students for SAT through Khan Academy with personalized practice questions, as well connecting students to scholarships, admission, and financial aid information from colleges/universities.
<p>Advanced Placement Exam (AP Exam) AP gives students the chance to tackle college-level work while they're still in high school—whether they're learning online or in the classroom. And through taking AP Exams, students can earn college credit and placement.</p>	9-12		The AP Exam is utilized to provide college level credit for those students who take an AP Test.	These scores will be used by students and colleges to provide college level credit to the student while still in High School.

Tier 2 Assessments: Mathematics

ASSESSMENT	FOR	PURPOSE	WHAT DOES IT MEASURE?	CONSIDERATIONS FOR USE
<p>i-Ready Standards Mastery Computer-based assessments of individual standards that teachers can use to identify performance trends and learning gaps.</p>	2-8		<p>Administrators can build short assessments called Mastery Checks to assess specific grade-level standards. Administrators build each assessment, selecting the standards of their choice. Standards Mastery enables teachers to diagnose students' learning needs to personalize individual learning paths, provide differentiated instructional support, and adjust whole class instruction.</p>	<p>Uses the same interface as the i-Ready Diagnostic. Administrators can assign multiple-standard assessments for interim/benchmark use at the grade level. Teachers can assign single-standard assessments for formative or interim/benchmark use.</p>
<p>SBAC Interim Comprehensive Assessments (ICAs) Computer-based, fixed-form tests that assess the same content and report scores on the same scale as the SBAC Summative Assessments. The ICAs are mock-ups of the SBAC Summative Assessments.</p>	3-11		<p>ICAs measure a similar range of content as the SBAC Summative Assessments and assess similar claims, targets, and standards. ICAs include the same item types and formats, including performance tasks, as the Summative Assessments. The ICAs yield overall scale scores (on the same vertical scale), overall performance level designations, and claim-level information as the SBAC Summative Assessments.</p>	<p>ICAs require the same amount of time to administer as the SBAC Summative Assessments. Results from ICAs can be used to give teachers an idea of how students will perform on the SBAC Summative Assessment</p>
<p>SBAC Interim Assessment Blocks (IABs) Computer-based, fixed-form tests that assess a smaller set of SBAC Summative Assessment-related concepts than the ICAs.</p>	3-8 & High School		<p>The IABs are assessments that can be used throughout the schoolyear to assess a smaller but more granular set of SBAC-related concepts than the ICAs. The IABs provide detailed information for instructional purposes. Results are reported as "Below Standard," "At/ Near Standard," and "Above Standard."</p>	<p>Although IABs are interim assessments, the results can also be used formatively by providing more detailed information for instructional purposes and allowing teachers to monitor student performance on smaller sets of targets.</p>

Tier 3 Assessments: Mathematics

ASSESSMENT	FOR	PURPOSE	WHAT DOES IT MEASURE?	CONSIDERATIONS FOR USE
<p>Individualized Education Plan (IEP) Assessments An IEP describes both a process and a written document. Once a child is found eligible for special education, you will participate in the process by attending an IEP meeting at a child’s school at least once a year. At this meeting, members of the team will write an IEP document that describes a child’s educational needs and the services that will be provided to meet those needs.</p>	TK-12		The IEP will include a statement of a child’s present levels of educational performance; a statement of measurable goals, including short- and long-term objectives. A statement of the special education and related services that a child will need.	An IEP meeting must be held at least annually. However, if you are concerned about problems with a child’s current IEP or feel that a new, unaddressed educational issue has arisen for the child, you do not have to wait until the annual IEP meeting to have these issues reviewed. Instead, you can request that an IEP meeting be held to discuss your concerns. Once the school receives your meeting request, the meeting must be held within 30 days.
<p>Assessments recommended by Student Study Team (SST) The Student Study Team is often the first step a parent can take when they have a concern about their child’s progress in school.</p>	TK-12		The SST is a group formed within the school to further examine a student’s academic, behavioral and social-emotional progress. The SST team can propose interventions for the student. The team usually consists of a teacher, administrator, and support personnel from the school.	The SST is a group formed within the school to further examine a student’s academic, behavioral and social-emotional progress. The SST team can propose interventions for the student. The team usually consists of a teacher, administrator, and support personnel from the school. Sometimes a special education teacher will also participate to give his or her perspective. The student and parent are also a part of the team.

SOCIAL EMOTIONAL LEARNING (SEL) ASSESSMENT SYSTEM

The following tables contains a list of Tier 1 (district- or state-mandated) assessments, as well as some of the more widely used assessments that are appropriate and optional at Tier 2 and Tier 3.

Tier 1 Assessments: SEL Assessments				
WHAT DOES IT MEASURE?	FOR	PURPOSE	WHAT DOES IT MEASURE?	CONSIDERATIONS FOR USE

COMING SOON!

