



330 Mount Laurel Road • Mount Laurel, NJ 08054 • Phone: 856-235-3387 • Fax: 856-235-1837
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2024-2025 Assessment Calendar

[Mount Laurel School District Calendar](#)

ASSESSMENT OVERVIEW

- [NJSLA](#)
- [STAR](#)
- [F&P](#)
- [DLM](#)
- [CogAT](#)
- [KBIT-2](#)
- [NAEP](#)

September	
3	First Day Classes (Full Day), First Marking Period/First Trimester begins; Kindergarten Entry Assessment
9	DLM Instructionally Embedded Model: ELA, Math, Science window opens
11	STAR Reading test day - Grades 2-8
12	STAR Math test day - Grades 2-8
16	F&P Fall Window opens
20	STAR Make-up window closes

October	
11	Kindergarten Entry Assessment ends
15	First Trimester Progress Report
15	F&P Fall window ends

November	
11	First Marking Period Ends
12	Second Marking Period Begins
26	First Trimester Ends
27	Second Trimester Begins



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December

- 2 KBIT-2 Kindergarten Gifted Screening window opens
- 13 **First Trimester//BSI Progress Reports** go home
- 19 KBIT-2 Kindergarten Gifted Screening window closes
- 20 DLM Window closes

January

- 2 Preschool and Kindergarten Re-Screen Window opens (8 weeks after initial screening)
- 7 STAR Reading test day- Grades 2-8
- 8 STAR Math test day - Grades 2-8
- 13 F&P Winter Window opens
- 17 Preschool and Kindergarten Re-screen window closes; STAR Make-up window closes
- 20 STAR Make-up window closes
- 23 **Second Trimester Progress Reports**
- 29 **Second Marking Period Ends**
- 30 **Third Marking Period Begins**

February

- 3 ACCESS for ELLSs window opens
- 11 F&P Winter window closes

March

- 4 **Third Marking Period Progress Reports**
- 6 **Second Trimester Ends**
- 7 **Third Trimester Begins**
- 25 **Second Trimester/Second Marking Period Report Cards/ BSI Reports Progress** go home
- 28 ACCESS for ELLs window closes



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April	
7	DLM Year End Model: ELA, Math, Science window opens
7	Third Marking Period Ends
8	Fourth Marking Period Begins
15	STAR Reading Grades 2-8
16	STAR Math Grades 2-8
17	Third Trimester Progress Reports
19	Third Marking Period Grades Due
25	STAR Make-up Window closes
28	F&P Spring window opens
28	NJSLA Spring Administration window opens: ELA & Math - Grades 3-8; Sci - Grades 5, 8
May	
13	Fourth Marking Period Progress Reports
13	CogAT Screening window opens (All 2nd & 4th grade students)
23	NJSLA ELA, Math, Science Spring Administration window closes
30	DLM window closes; F&P Spring window closes; NJSLA ELA, Math, Science Spring Administration makeup window closes
June	
6	Third Trimester Ends*
6	CogAT Screening window closes
11	Fourth Marking Period
19	Third Trimester/Third & Fourth Marking Period Report Cards/BSI Progress Reports go home
19	Last Day -Early Dismissal for Students



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- [i-Ready Diagnostic Math](#)
- [NAEP](#)

NEW JERSEY STUDENT LEARNING ASSESSMENTS (NJSLA)

NJSLA - ELA

The New Jersey Student Learning Assessments for English Language Arts (NJSLA-ELA) measures student proficiency with grade level skills, knowledge, and concepts that are critical to college and career readiness. On each assessment, students read and analyze passages from authentic fiction and nonfiction texts. The test can also include multimedia stimuli such as video or audio. The NJSLA-ELA assessments emphasize the importance of close reading, synthesizing ideas within and across texts, determining the meaning of words and phrases in context, and writing effectively when using and/or analyzing sources.

NJSLA - Mathematics

The New Jersey Student Learning Assessment for Mathematics (NJSLA-M) measures student proficiency with grade or course level skills, knowledge, practices, and concepts that are critical to college and career readiness. On each assessment, students will face a mixture of objective items assessing content and practice and constructed-response items requiring the application of grade or course appropriate reasoning and modeling.

NJSLA - Science

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency based on the New Jersey Student Learning Standards for Science (NJSLS-S). The science standards require students to draw on their understanding of science and engineering practices, disciplinary core ideas, and crosscutting concepts to make sense of phenomena or to design solutions to problems. The shift from an emphasis on measuring students' ability to remember facts to an emphasis on students' ability to use their



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understandings in novel situations requires a shift in how students are assessed. The assessment examines students' performance of scientific and engineering practices in the context of crosscutting concepts and disciplinary core ideas. The three-dimensional nature of the standards requires more complex assessment items and tasks. It is given in grades 5, 8, and 11.

- [Click here](#) for more information.

STAR ASSESSMENTS

Three times each year, students in grades 2 through 8 take the STAR Reading and STAR Math tests. STAR is an approximately 30 minute computer-adaptive assessment, which continually adjusts the difficulty of the questions based upon your child's responses to match your child's ability level. Results provide data on academic growth and instructional level across the school year as well as previous grade levels.

- [Click here](#) to see the Parent's Guide to STAR Assessments.
- [Click here](#) for information regarding accommodations for IEPs and 504 plans.

Testing is an important part of classroom instruction. The data is a valuable tool we use to support targeted learning for each of our students. We ask that you help us communicate to your child the importance of giving his or her best effort and work to reduce any anxiety he or she may feel. Please feel free to contact your child's school principal with any questions.

DYNAMIC LEARNING MAPS (DLM)

DLM assessments are for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. DLM assessments offer these students a way to show what they know and can do in English language arts, mathematics, and science.

DLM assessments are designed to maximize accessibility for students with significant cognitive disabilities. Assessments are built to allow multiple ways for students to demonstrate their knowledge, skills, and understandings.



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DLM assessments also help parents and educators set high academic expectations for their students. Results from DLM assessments are used to inform instruction and meet accountability requirements for reporting student achievement.

FOUNTAS & PINNELL BENCHMARK ASSESSMENT SYSTEM (F&P)

F&P testing provides precise tools and texts to observe and quantify specific reading behaviors, helping teachers to work out students' independent and instructional reading levels in order to interpret and use that data to plan meaningful instruction.

Using these assessments, teachers are able to:

- Observe and quantify student reading behaviors
- Engage students in comprehension conversations that go beyond retelling
- Make informed decisions that connect assessment to responsive teaching.
- Fountas and Pinnell Benchmark Assessment System [Administration & Reporting Guidelines](#)

COGNITIVE ABILITIES TEST (CogAT)

The CogAT is an assessment given to provide a view into a student's reasoning abilities. Student reasoning ability is fundamentally different from achievement, although the two are closely related. The Ability Profile score generated by the CogAT offers a quick summary of a student's overall ability score and areas of relative strength and weakness across areas that are closely related to success in school, including Verbal, Quantitative, and Nonverbal (figural) reasoning

A child's CogAT scores may change over time. Just like other skills, reasoning ability can be affected by growth, practice, and motivation. Students' patterns of strengths and weaknesses can change also. This is normal; just as kids have physical growth spurts, they can have intellectual growth spurts. In particular, it is important to recognize that the skills that help us solve problems are useful for learning, and these abilities are not fixed - but can continue to develop and grow. Ability levels are affected by both biology and learning opportunity; therefore, lasting improvement in reasoning abilities can be made by working on them just as you would for any other skill. This information is included in "[A Parent's Guide to Ability and Student Learning](#)".



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KAUFMAN BRIEF INTELLIGENCE TEST (KBIT-2)

The KBIT-2 is a brief measure of verbal and nonverbal intelligence used with individuals ages 3 through 90 years old. It is one of the multiple measures used as a screener for the Mount Laurel School District Gifted Academic Program.

This assessment:

- Is comprised of three scores -verbal, non-verbal, and overall IQ composite
- Identifies learners who may benefit from educational enrichment or assistance programs
- Is individually administered in a one-on-one setting
- Takes approximately 20 minutes

i-READY DIAGNOSTIC Math (Grades 1 & 2 only for the School Year 2024-2025)

i-Ready is an online program for mathematics that will assist teachers in determining each student's opportunities for growth, personalize their learning, and monitor progress throughout the school year. *i-Ready* allows teachers to meet each student exactly where they are and provides data to increase their learning gains. *i-Ready* for math is a computer-based, adaptive assessment that adjusts its questions to suit each student's instructional priorities. Each item a student sees is individualized based on their answer to the previous question. For example, a series of correct answers will result in slightly harder questions, while a series of incorrect answers will yield slightly easier questions. The assessment is untimed, so students are able to spend as long as they need on each question, and time spent taking the assessment does not impact their score. Even though untimed, the average duration of the i-Ready Diagnostic takes roughly 45-60 minutes to complete depending on the grade level, which will be spread out over several days.

During the 2024-2025 school year, students in grades 1 and 2, and select classes in grades 3-5, will take the i-Ready Diagnostic Assessment for Math three times throughout the school year. This assessment will be administered over several days and last approximately 20 minutes each session. Results provide data on academic growth and instructional level across the school year as well as previous grade levels.

- [Click here](#) to visit the i-Ready Family Center for more information.
- [Click here](#) for information regarding accommodations for IEPs and 504 plans.

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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The National Assessment of Educational Progress (NAEP), often called The Nation's Report Card, is the largest nationally representative and continuing assessment of what students in public and private schools in the United States know and are able to do in various subjects. Since 1969, NAEP has been a common measure of student achievement across the country in mathematics, reading, science, and many other subjects. Depending on the assessment, NAEP report cards provide national, state, and some district-level results, as well as results for different demographic groups.

NAEP is a congressionally mandated project of the National Center for Education Statistics (NCES), located within the U.S. Department of Education's Institute of Education Sciences. NAEP data are also used in special studies conducted by NCES. These have included comparisons of proficiency standards across state assessments; insights from high school transcripts, including courses taken and credits earned; and in-depth looks at how different demographic groups perform across different types of schools.

The National Assessment Governing Board, an independent, bipartisan organization made up of governors, state school superintendents, teachers, researchers, and representatives of the general public, sets policy for NAEP. [Parents and Guardians Guide to NAEP](#)