

Understanding Assessment at BASIS Richardson

Coffee Chat • 2026–27



Understanding Assessment at BASIS Richardson

How we use assessments to understand learning, identify needs, and support student growth

K-3

mCLASS

3-5

BOY / EOY Mini-Comps

6-8

Pre-Comps / Comps

Assessment has a purpose

At BASIS Richardson, assessment is one way we make learning visible.

1. Understand learning

- What has a student learned?
- Which skills or concepts are secure?
- Where is additional practice needed?

2. Inform instruction

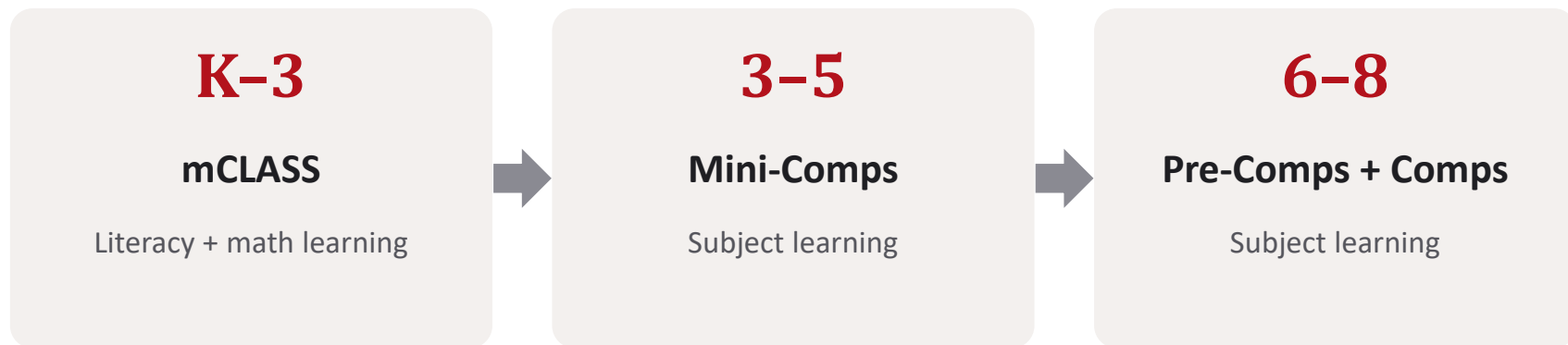
- Teachers use results to identify gaps.
- Results help shape review and support.
- Assessment data is one source of evidence—not the whole picture.

3. Monitor growth

- Repeated measures show progress over time.
- Families and teachers can see areas of strength and need.
- The goal is better learning, not simply a score.

The BASIS Richardson assessment progression

Different grade bands use different tools because students' learning needs change.



The common thread: assessments provide evidence about what students know and can do so teachers can respond appropriately.

What is mCLASS?

mCLASS by Amplify is a set of short, research-based screening and progress-monitoring tools that teachers use throughout the year.

Literacy: mCLASS DIBELS 8th Edition

- Early reading skills such as letter sounds, decoding, and word reading
- Reading fluency and accuracy
- Comprehension in the grades where it is assessed

Math: mCLASS Math

- Number sense and counting
- Operations and problem solving
- Teacher-guided tasks that show how a child thinks

Grades K–3: mCLASS

A focused look at early literacy and math learning.

What mCLASS helps us understand

- Early literacy development, including reading skills and comprehension
- Math learning and foundational math skills
- Student progress toward academic benchmarks

How we use the information

- Identify students who may need additional support.
- Pinpoint foundational reading skills that need attention.
- Monitor growth across the year.
- Adjust instruction and interventions based on evidence.

TEA describes mCLASS Texas as a teacher-administered literacy assessment system with measures including phonological awareness, phonics, fluency, accuracy, and comprehension.

Reading your child's report

Results are shown as benchmark levels, from needing significant support to well above expectations.

Well Below

Intensive support

Below

Some support

At

On track

Above

Ready for more

Keep in mind

- A snapshot in time, not a grade or a prediction
- September scores can dip after summer; growth across the year is what matters
- Exact level names and cut points can vary by grade and measure



Algebraic Thinking

Students are assessed on their ability to use multiplication and division to solve story problems and equations within 100, as well as one- and two-step problems using all four operations (addition, subtraction, multiplication, division). Students are evaluated on using the relationship between multiplication and division to determine the unknown value in a story problem or equation (e.g., $4 \times 5 = 20$, so $20 \div 5 = 4$). They are also assessed on finding products of single-digit multiplication and related quotients within 100.

Benchmark

- **Example:** Linda has 3 bags of oranges. There are 6 oranges in each bag. How many oranges does Linda have altogether?
Determine the number that makes the equation true. $9 \times \underline{\quad} = 36$



Geometry

Students are assessed on their identification of quadrilaterals based on their defining attributes and recognition that these shapes can also share attributes. They are measured on their ability to partition shapes into equal parts, determine the total number of parts in an array (e.g., 5 rows with 3 squares in each row), and describe the size of one share in an equally-partitioned shape.

No
Interpretation

- **Example:** Students look at a group of shapes and select three shapes that are quadrilaterals.
Which attributes describe a rhombus? Select all that apply.
 - The shape has only 4 sides.
 - All of its sides have equal lengths.
 - The shape is two-dimensional.
 - The shape is a rectangle.
 - The shape is a quadrilateral.



Measurement & Data

Students are assessed on the estimation and measurement of length, weight, and liquid volume, as well as solving one-step measurement story problems using all four operations (addition, subtraction, multiplication, division). They are evaluated on representing and interpreting data displayed in scaled picture and bar graphs. Students are also assessed on determining the total distance around a figure (perimeter) and the total area of figures that are covered, partially covered, or with a certain number of squares, as well as solving story problems involving perimeter, area, and time.

Well Below
Benchmark

- **Example:** Eli and Jen went on a hike and kept track of how many animals they saw. They put the information in the scaled bar graph. How many more birds did they see than deer?
A rectangular envelope is 10 centimeters wide and 6 centimeters long. What is the total distance around the envelope?



Numbers & Operations

Students are assessed on their ability to round numbers within 1,000 to the nearest 10 or 100 and use strategies based on place value to add and subtract within 1,000. They are also assessed on their understanding of equivalency through items that ask students to identify the unknown value that makes an equation true.

Benchmark

- **Example:** A young lion weighs 225 pounds. A young tiger weighs 160 pounds. How much more does the young lion weigh than the young tiger?
Students look at a group of expressions and select two expressions that have the same value as 4×60 .



Decoding

Knowing the sounds of letters and sounding out written words, measured by DIBELS Nonsense Word Fluency (NWF). Can your child...

- ...sound out simple words like "van"? (vvv...aah...nnn)
- ...easily read a list of two- and three-letter words?
- ...easily read more complicated words over time?

Your child did not take this measure because they have already mastered more advanced skills.



Accurate and Fluent Reading

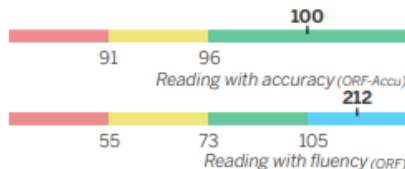
Reading common words easily, quickly and correctly, measured by DIBELS Word Reading Fluency (WRF). Can your child...

- ...recognize familiar words without sounding them out?
- ...recognize common words such as: "there", "one", "color"?

Reading words in stories easily, quickly, and correctly, measured by DIBELS Oral Reading Fluency (ORF). Can your child...

- ...read stories quickly and easily?
- ...read aloud smoothly and accurately?
- ...read words and sentences in short stories easily?

Your child did not take this measure because they have already mastered more advanced skills.



Reading Comprehension

Understanding and gaining meaning from texts, measured by DIBELS Maze. Can your child...

- ...fill in the blank in this sentence?: "Before you eat, be sure to [] your hands!"



Oral Language

Repeating spoken sentences with increasingly complex sentence structures, which is an indicator of language comprehension. Can your child...

- ...hear a sentence and accurately repeat it?



Vocabulary

Understanding the meaning of grade-level words, identifying the basic definitions of words, and using the words in context to complete sentences. Can your child...

- ...understand the meaning of grade-level words and use them in sentences?



Spelling

Arranging letters correctly to spell a word. Can your child...

- ...spell words using letter sounds and patterns?



Grades 3–5: BOY & EOY Mini-Comps

Mini-Comps are subject assessments designed to measure learning in the core subjects.

Beginning of Year (BOY)

- Establishes a starting point for the school year.
- Shows what students retain from prior learning.
- Helps teachers identify concepts that may need review.
- Provides a baseline for interpreting later growth.

End of Year (EOY)

- Measures learning after a full year of instruction.
- Shows which grade-level content students have learned.
- Provides evidence of growth from the beginning of the year.
- Helps identify strengths and remaining areas for support.

Core subjects are assessed as subjects—not as a single combined academic score.

What does a Mini-Comp or Comp actually measure?

These assessments are designed to answer a straightforward question: What has the student learned in the subject?



A strong result means the student demonstrated learning on the assessed content. A weaker result helps identify where additional teaching or practice may be useful.

What are the Pre-Comps?

1 Cumulative testing for core courses in 6th, 7th, and 8th grades

2 Practice for end-of-year Comp exams

3 Diagnostic for students and teachers

Why do BASIS students take Comps and Pre-Comps?

1

They show how much students have learned in each subject.

2

They help prepare students for the rigor of high school and beyond.

3

They challenge students and motivate them to keep growing as some of the highest-performing students in the District.

Grades 6–8: Pre-Comps & Comps

Middle school assessments continue the focus on subject-specific learning.

Pre-Comps

- Administered before the larger end-of-year assessment.
- Provides a checkpoint on subject learning.
- Helps students and teachers identify areas for review.
- Can inform preparation for the Comp.

Comps

- Comprehensive subject assessments.
- Measure learning in the course.
- Give students an opportunity to demonstrate mastery of content.
- Provide evidence of learning across the school year.

Why subject-based?

- BASIS students study multiple disciplines.
- Each subject has its own knowledge and skills.
- A single overall score cannot fully describe learning in each discipline.

Assessments are one part of the picture

Teachers use multiple sources of evidence when understanding a student's learning.

Daily classroom evidence

Classwork • discussions • exit tickets • projects

Ongoing checks

Quizzes • writing • labs • practice • teacher feedback

Benchmark / common assessments

mCLASS • Mini-Comps • Pre-Comps • Comps

State assessments

STAAR and other required state measures

No single assessment tells the whole story. The most useful picture comes from looking across evidence.

How families can interpret assessment results

A score is a data point. The important question is what the data tells us about learning.

Ask: What was assessed?

- Which subject or literacy skill?
- What content or standards were included?
- Was this a BOY, EOY, Pre-Comp, or Comp measure?

Ask: What does it show?

- What has the student learned?
- Where are strengths?
- Where might more practice or support help?

Ask: What happens next?

- How will teachers respond?
- What can the student practice?
- How can school and family support growth?

The goal is learning—not testing for its own sake.

BASIS Richardson uses assessment evidence to understand student learning, identify needs, monitor growth, and help teachers make informed instructional decisions.

K–3

mCLASS

3–5

Mini-Comps

6–8

Pre-Comps + Comps

Questions? We are happy to help families understand what an assessment measures and how results are used.