

## Inver Grove Heights Community Schools Math Summative Assessment Map

Updated 3/14/16

| Math Assessments           | K | 1   | 2       | 3       | 4       | 5       | 6              | 7              | 8              | 9              | 10             | 11             | 12             |
|----------------------------|---|-----|---------|---------|---------|---------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| MCA-III                    |   |     |         | X       | X       | X       | X              | X              | X              |                |                | X              |                |
| Primary MAP                | X | X X |         |         |         |         |                |                |                |                |                |                |                |
| MAP                        |   |     | NS<br>X | NS<br>X | NS<br>X | NS<br>X | NS<br>X        | NS<br>X        | NS<br>X        | NS<br>X        | NS<br>X        | NS<br>AR       | NS<br>AR       |
| Benchmark Testing          |   |     |         |         |         |         | X<br>X<br>X    | X<br>X<br>X    | X<br>X<br>X    | AR<br>AR<br>AR | AR<br>AR<br>AR | AR<br>AR<br>AR | SP<br>SP<br>SP |
| Progress Monitoring        |   |     |         |         |         |         | AR<br>AR<br>AR | AR<br>AR<br>AR | AR<br>AR<br>AR | AR<br>AR<br>AR | AR<br>AR<br>AR | AR<br>AR<br>AR | SP<br>SP<br>SP |
| CogAT                      |   | *GT | X       |         |         |         |                |                |                |                |                |                |                |
| Honors Placement Math Test |   |     |         |         |         | X       |                |                |                |                |                |                |                |

X = All students    AR = At-Risk    NS = New Students    \* by request    GT = Gifted Services  
 SP = students in Special Education Math classes    Color: Fall Winter Spring

These assessments will be given in the 2015-2016 school year. However, conversations continue on the best course of action for these assessments.

### MCA-III

**Description:** The Minnesota Comprehensive Assessments (MCAs) and Minnesota Test of Academic Skills (MTAS) are state mandated tests. Most students take the MCA, but students who receive special education services and meet eligibility criteria may take the MTAS. The MCA-III Math is an online adaptive test for students in grades 3-8 and 11, meaning that the test will adjust to each student’s skills. Every time a student answers a question, the response helps determine the next question the student must answer.

**Data Use:** Used at the building and district level to measure student progress toward Minnesota's academic standards, to measure the effectiveness of instructional and intervention programs, to meet the requirements of the Elementary and Secondary Education Act (ESEA), and in state Multiple Measurement Rating (MMR) calculations. Data is also used to determine program eligibility and student placement.

**Contact:** School Assessment Coordinator

### Primary MAP

**Description:** The Primary MAP assessment is recognized by the National Center for Response to Intervention as a universal screening tool. The Primary MAP is a computer adaptive skills assessment for Pre-K – Grade 3 students.

**Data Use:** Used at the building and district level to monitor student growth throughout the year and over several years. Also used as an MCA predictor, for goal setting, and eligibility for services.

**Contact:** Building principal or IMC staff for test schedule and the Director of Technology for technology issues.

## **MAP**

**Description:** The Measures of Academic Progress (MAP) test is an online adaptive test aligned to national and state standards.

**Data Use:** Used at the building and district level to monitor student growth throughout the year and over several years. Also used as an MCA predictor, for goal setting, and eligibility for services.

**Contact:** Building principal or IMC staff for test schedule and the Director of Technology for technology issues.

## **Benchmark Testing**

**Description:** Benchmark testing is a universal screening tool used to measure the quickness and accuracy of Math Fluency. Benchmark assessments are given in the fall, winter, and spring.

**Data Use:** Data is used at the district level to set grade level norms and is used at the building level to determine placement in intervention math classes, for setting student growth goals, and to evaluate the effectiveness of interventions.

**Contact:** Building Principal and Progress Monitoring Team

## **Progress Monitoring**

**Description:** Progress monitoring testing is done every two weeks for at-risk students (students in intervention math classes or special education math classes.) The purpose of progress monitoring is to determine if the intervention strategies and techniques used are effective.

**Data Use:** Used at the building level to determine continued scheduling in intervention classes and monitor the changes in student performance.

**Contact:** Building Principal and Progress Monitoring Team

## **CogAT**

**Description:** The Cognitive Abilities Test (CogAT) measures students' learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative, and Nonverbal.

**Data Use:** Used by Gifted Services to determine eligibility for services.

**Contact:** Elementary Enrichment and Equity Coach

## **Grade 6 Honors Placement Math Test**

**Description:** The Grade 6 Honors Placement Math Test is a comprehensive test given to all 5<sup>th</sup> grade students to measure each student's knowledge of grade 6 math standards.

**Data Use:** Used by the middle school staff to determine Honors Math placement for incoming 6<sup>th</sup> grade students.

**Contact:** MS Assistant Principal or Elementary Math Coach

# Inver Grove Heights Community Schools Reading Summative Assessment Map

Updated 3/14/16

| Reading Assessments | K              | 1              | 2              | 3              | 4              | 5              | 6              | 7              | 8              | 9              | 10             | 11             | 12             |
|---------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| MCA-III             |                |                |                | X              | X              | X              | X              | X              | X              |                | X              |                |                |
| Concepts of Print   | X              |                |                |                |                |                |                |                |                |                |                |                |                |
| DRA                 | X<br>X         | X<br>X         | X<br>X         | X<br>X         | X<br>X         | X<br>X         | X<br>AR        |                | AR             |                | AR             |                |                |
| Primary MAP         | X              | XX             |                |                |                |                |                |                |                |                |                |                |                |
| MAP                 |                |                | NS<br>X        | NS<br>X        | NS<br>X        | NS<br>X        | NS<br>X        | NS<br>X        | NS<br>X        | NS<br>X        | NS<br>X        | AR<br>AR<br>AR | AR<br>AR<br>AR |
| Benchmark Testing   | X<br>X<br>X    | X<br>X<br>X    | X<br>X<br>X    | X<br>X<br>X    | X<br>X<br>X    | X<br>X<br>X    | X<br>X<br>X    | X<br>X<br>X    | X<br>X<br>X    | AR<br>AR<br>AR | AR<br>AR<br>AR | AR<br>AR<br>AR | SP<br>SP<br>SP |
| Progress Monitoring | AR<br>AR<br>AR | AR<br>AR<br>AR | AR<br>AR<br>AR | AR<br>AR<br>AR | AR<br>AR<br>AR | AR<br>AR<br>AR | AR<br>AR<br>AR | AR<br>AR<br>AR | AR<br>AR<br>AR | AR<br>AR<br>AR | AR<br>AR<br>AR | AR<br>AR<br>AR | SP<br>SP<br>SP |
| CogAT               |                | *GT            | X              |                |                |                |                |                |                |                |                |                |                |
| ACCESS for ELLs     | **X            | **X            | **X            | **X            | **X            | **X            | **X            | **X            | **X            | **X            | **X            | **X            | **X            |

X = All students    AR = At-Risk    NS = New Students    \* by request    \*\*English Language Learners  
GT = Gifted Services    SP = students in Special Education Reading classes    Color: Fall Winter Spring

These assessments will be given in the 2015-2016 school year. However, conversations continue on the best course of action for these assessments.

## MCA-III

**Description:** The Minnesota Comprehensive Assessments (MCAs) and Minnesota Test of Academic Skills (MTAS) are state mandated tests. Most students take the MCA, but students who receive special education services and meet eligibility criteria may take the MTAS. The MCA-III Reading is an online adaptive test for students in grades 3-8 and 10, meaning that the test will adjust to each student's skills. Every time a student answers a question, the response helps determine the next question the student must answer.

**Data Use:** Used at the building and district level to measure student progress toward Minnesota's academic standards, to measure the effectiveness of instructional and intervention programs, to meet the requirements of the Elementary and Secondary Education Act (ESEA), and in state Multiple Measurement Rating (MMR) calculations. Data is also used to determine program eligibility and student placement.

**Contact:** School Assessment Coordinator

## Concepts of Print

**Description:** The Concepts of Print Assessment is given to all Kindergarten students in the fall to gauge a child's knowledge of basic print concepts and book handling skills. It assesses understanding and possible misunderstandings that emerging readers have with print.

**Data Use:** This assessment enables teachers to target instruction for improving student understanding of print.

**Contact:** Elementary reading specialist or Kindergarten classroom teacher

## **Primary MAP**

**Description:** The Primary MAP assessment is recognized by the National Center for Response to Intervention as a universal screening tool. The Primary MAP is a computer adaptive skills assessment for Pre-K – Grade 3 students.

**Data Use:** Used at the building and district level to monitor student growth throughout the year and over several years. Also used as an MCA predictor, for goal setting, and eligibility for services.

**Contact:** Building principal or IMC staff for test schedule and the Director of Technology for technology issues.

## **MAP**

**Description:** The Measures of Academic Progress (MAP) test is an online adaptive test aligned to national and state standards.

**Data Use:** Used at the building and district level to monitor student growth throughout the year and over several years. Also used as an MCA predictor, for goal setting, and eligibility for services.

**Contact:** Building principal or IMC staff for test schedule and the Director of Technology for technology issues.

## **Benchmark Testing**

**Description:** Benchmark testing is a universal screening tool used to measure the quickness and accuracy of Letter Naming Fluency, Letter Sound Fluency, Nonsense Word Fluency, Phoneme Segmentation Fluency, and Words per Minute. Benchmark assessments are given in the fall, winter, and spring.

**Data Use:** Data is used at the district level to set grade level norms and is used at the building level to determine placement in intervention reading classes, for setting student growth goals, and to evaluate the effectiveness of interventions.

**Contact:** Building Principal and Progress Monitoring Team

## **Progress Monitoring**

**Description:** Progress monitoring testing is done every two weeks for at-risk students (students in intervention reading classes or special education reading classes.) The purpose of progress monitoring is to determine if the intervention strategies and techniques used are effective.

**Data Use:** Used at the building level to determine continued scheduling in intervention classes, Title I services, as well as for monitoring changes in student performance.

**Contact:** Building Principal and Progress Monitoring Team

## **CogAT**

**Description:** The Cognitive Abilities (CogAT) test measures students' learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative, and Nonverbal.

**Data Use:** Used by Gifted Services to determine eligibility for services.

**Contact:** Elementary Enrichment and Equity Coach

**Developmental Reading Assessment (DRA)**

**Description:** Developmental Reading Assessment (DRA) is a diagnostic test that allows teachers to observe reading behaviors that contribute to phonics, fluency and comprehension. The long-range plan for DRA implementation is that by the 2017 school year, the assessment will be given three times in the school year.

**Data Use:** Used at the building level to group students for guided reading and for book selection.

**Contact:** Elementary Reading Coach

**ACCESS for ELLs**

**Description:** Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) is a state mandated secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). This large-scale test addresses the academic English language proficiency (ELP) standards at the core of the World Class Instructional Design and Assessment (WIDA) Consortium's approach to instructing and evaluating the progress of English language learners. (Replacing the TEAE and Solom tests).

**Data Use:** Used at the district and building level to determine programming needs.

**Contact:** School Assessment Coordinator

## Inver Grove Heights Community Schools College and Career Readiness (CCR) Assessment Map

| CCR Assessments          | 8 | 9 | 10 | 11 | 12 |
|--------------------------|---|---|----|----|----|
| EXPLORE                  |   |   |    |    |    |
| PLAN                     |   |   |    |    |    |
| Career Interest Profiler |   | X |    |    |    |
| ACT plus Writing         |   |   |    | X  |    |

AR = At-Risk

X = All students

Color: Fall Winter Spring

### Career Interest Profiler

**Description:** The Career Interest Profiler is an online career interest assessment for students based on Holland's interest codes. The results of the assessment include the student's strongest field of interest with definitions of all the Holland interest codes. Students can view matching careers and career clusters organized by the amount of preparation each needs. Students access the Career Interest Profiler in the Naviance platform.

**Data Use:** Students, parents, and guidance counselors will use the assessment information as part of the student's post-secondary planning process.

**Contact:** School Assessment Coordinator

### ACT Plus Writing

**Description:** ACT Plus Writing is a required graduation assessment to provide information to grade 11 students, their parents, and educators regarding the level of preparedness for postsecondary success on a nationally recognized college entrance exam.

**Data Use:** Used at the building and district level to measure student progress toward College and Career Readiness. School-wide data is used to compare district progress to state and national averages.

**Contact:** School Assessment Coordinator