Inver Grove Heights Community Schools
Math Summative Assessment Plan
Updated 6/13/16

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	X X X+										
MAP 2+			X+	NS X	NS X	NS X	NS X	NS X	NS X	NS X	NS X	NS AR	NS AR
Benchmark Testing							X X X	X X X	X X X	AR AR AR	AR AR AR	AR AR AR	SP SP SP
Progress Monitoring							AR AR AR	AR AR AR	AR AR AR	AR AR AR	AR AR AR	AR AR AR	SP SP 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
+ = Transition protocol from Primary MAP to MAP 2 – 5

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 (MPG)
Description: The Primary MAP assessment is recognized by the National Center for Response to Intervention as a universal screening tool. The MPG is a computer adaptive skills assessment for Pre-K – Grade 2 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 2+
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.

Grade 2 MPG/MAP 2+ Math Transition Protocol
Winter Primary MAP scores will be used to decide which Spring MAP assessment Grade 2 students will take.
Students scoring >200 on the MAP for Primary Grades Math assessment will take the MAP 2+
Students scoring 200 or lower on the Winter MAP for Primary Grades Math assessment will take the MPG

Benchmark Testing
Description: Benchmark testing is a universal screening tool used to measure the quickness and accuracy of Math Fluency. Benchmark assessments are giving 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

Math Benchmark Assessment
Math Concepts and Applications (M-CAP)
Description: Students complete an 8 minute (6th grade), 10 minute (Grade 7 and up), test of grade level curriculum based mathematic problems. Each test contains fewer than 30 math problems that cover a variety of grade level material.

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 5th 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 6th grade students.
Contact: MS Assistant Principal or Elementary Math Coach

Inver Grove Heights Community Schools
Reading Summative Assessment Plan

Updated 6/13/16

Reading Assessments	K	1	2	3	4	5	6	7	8	9	10	11	12
MCA-III				X	X	X	X	X	X		X		
OLPA				X									
Concepts of Print	X												
DRA	X	X X X	X X X	X X X	X X X	X X X	X AR	AR	AR				
Primary MAP	X	X X	X X X+										
MAP 2+			X+	NS X	NS X	NS X	NS X	NS X	NS X	NS X	NS X	AR AR AR	AR AR AR
Benchmark Testing	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	X X X	AR AR AR	AR AR AR	AR AR AR	SP SP SP
Progress Monitoring	AR AR AR	AR AR AR	AR AR AR	AR AR AR	AR AR AR	AR AR AR	AR AR AR	AR AR AR	AR AR AR	AR AR AR	AR AR AR	AR AR AR	SP SP 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
+ = Transition protocol from Primary MAP to MAP 2 – 5

<mark>These assessments will be given in the 2016-2017 school year. Conversations continue on the best course of action.</mark>

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

Optional Local Purpose Assessment (OLPA)

Description: The Optional Local Purpose Assessment is an assessment offered by MDE that allows students the opportunity to practice for the MCA Reading Assessment and utilize the program tools. The score of this assessment is not considered valid for any programming purposes. The assessment is given (usually only a portion of it), so that students can learn to use the assessment tools.

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 handing 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 (MPG)
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 2 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 2+
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.

Grade 2 MPG/MAP 2+ Reading Transition Protocol
Winter Primary MAP scores will be used to decide which Spring MAP assessment Grade 2 students will take.
Students scoring >190 on the MAP for Primary Grades Reading assessment will take the MAP 2+
Students scoring 190 or lower on the Winter MAP for Primary Grades Reading assessment will take the MPG

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

See next page for full list of all reading benchmark assessments along with descriptions.

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 DRA is best used as a formative assessment tool and is part of progress monitoring a student's reading progress. The DRA scores are submitted into the student information system and is coded as a District-wide assessment.
    Data Use: Used at the building level to monitor a student's reading progress, 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.
    Data Use: Used at the district and building level to determine programming needs.
    Contact: School Assessment Coordinator

Reading Benchmark Assessments

Phonemic Awareness Survey (PA Survey) <u>Kindergarten</u>
Understanding that spoken words can be broken down into individual sounds and then blended back together to form a word is an important skill in learning to read and write. On the PA Survey, the student is given two tasks: Segmenting and Blending. On the Segmenting task, the student is given a spoken word and asked to say each sound in the word ("Tell me the sounds in the word 'mop'?" "Child: /m/ /o/ /p/"). On the Blending task, the student is given a segmented word (e.g., "/c/ /a/ /t/") and asked to say the whole word. Twelve words are given on each task and the student receives one point for each correctly segmented/blended word, for a total of 24 possible points.

Letter Naming Fluency (LNF) <u>Kindergarten</u> On the LNF assessment, the student is shown a page of random upper and lowercase letters and asked to name the letters. The student is given credit for each correct letter name during a one-minute timing.
Letter Sound Fluency (LSF) <u>Kindergarten and Grade 1</u> On the LSF assessment, the student is shown a page of random lowercase letters and asked to tell the sound. The student is given credit for each correct letter sound during a one-minute timing.
Nonsense Word Fluency (NWF) <u>Kindergarten and Grade 1</u> Children with strong phonics skills know the sounds of letters and are able to blend them together to form words. On the NWF assessment, the student is shown a "nonsense word" containing 2 or 3 letters (e.g. bim, ob) and asked to read the word. The student is given credit for each correct letter sound during a one minute timing.

Isolated Word Fluency (IWF) <u>Grade 1</u> On the IWF assessment, the student is shown a page of random words from the Dolch word list and asked to read the word. The student is given credit for each correct isolated word during a one- minute timing.

Oral Reading Fluency (ORF) <u>Grades 1 - 6</u> On the ORF assessment, the student will read three passages appropriate for his/her grade level for one minute each. The teacher will calculate both words read correctly and errors for each passage. The median (average) number of corrects and median number of errors are reported.

Reading Comprehension (MAZE) <u>Grades 7 – 8</u> On the MAZE assessment, the student will silently read three passages appropriate for his/her grade level for 3 minutes each. While reading the passage whenever he/she encounters a response item, the student circles the word from the three choices that best restores the meaning of that segment of the passage. The teacher will calculate both words selected correctly and errors for each passage. The median (average) number of correct selections and median number of errors are reported.

<u>9-12th Grades – Reading Intervention Students Only</u>

Reading Comprehension (MAZE) <u>Grades 9 – 12 Reading Intervention Students</u> On the MAZE assessment, the student will silently read three 8th grade reading level passages for 3 minutes each. While reading the passage whenever he/she encounters a response item, the student circles the word from the three choices that best restores the meaning of that segment of the passage. The teacher will calculate both words selected correctly and errors for each passage. The median (average) number of correct selections and median number of errors are reported.