



MCA-II/III, MAP and More: Understanding the assessment program



Yes, all of this testing can get a little confusing, and it's constantly changing. Here's a simplified explanation.

What are the MCA-II/III Tests and NCLB?

Minnesota's accountability plan applies to all public schools. Each year, Minnesota Comprehensive Assessments (MCA-II/III) are given to students in reading and math.

All schools and districts are expected to show Adequate Yearly Progress (AYP) towards meeting required participation and proficiency levels on state assessments.

In the spring of 2011, the Minnesota Comprehensive Assessment Series-II/III (MCA-II/III), were taken by all students grades 3-8, as well as 10 and 11.

For the No Child Left Behind (NCLB) accountability plan, progress is measured for all students in a number of categories.

- The categories are
- American Indian
 - Asian/Pacific Islander,
 - Black (non-Hispanic)
 - Hispanic
 - White
 - Limited English Proficiency
 - Special Education
 - Free/Reduced Price Lunch
 - Entire Student Population of School or District.

Results for the 2010-2011 MCA-II/III's for each school can be found on the Accountability section of the website.

New in 2011 was the MCA-III in mathematics for grades 3-8. This new math assessment is aligned to the new math standards which are more rigorous in content and are now taken on computers.

What is the GRAD?

Students who entered grade 8 in 2005-06 school year or later must meet the requirements for the Graduation-Required Assessments for Diploma (GRAD) in reading,

mathematics and writing in order to graduate from a Minnesota public high school.

These tests measure proficiency on the Minnesota Academic Standards and other essential skills.

Students must obtain a satisfactory score on each of these tests to graduate from a public school in Minnesota.

There are a number of ways to meet the diploma requirement, including

- Receiving a proficient score on the MCA-II
- Receiving a passing score on the GRAD
- Receiving a Pass Individual (for students on IEP or 504 Plans)
- Receiving a passing score on a GRAD retest
- Meeting the requirements for the Mathematics GRAD

Measure of Academic Progress

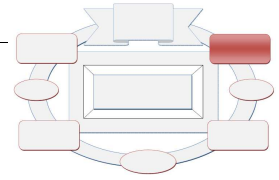
Students in grades 2-8 take a computerized assessment, the [Measures of Academic Progress \(MAP\)](#), three times a year.

The MAP measures student progress in reading and math. The scale used to measure progress is called the RIT scale. It is used to chart a student's progress over time. MAP assessments are important to teachers because they let them know immediately where a student's strengths are and if help is needed in a number of specific areas.

A particular strength of the assessment is that it identifies expected growth targets for individual students, as well as each school, based upon where students scored on the assessment in the spring of the previous year.



**Assessments are used to produce informed and effective instruction.
Our comprehensive assessment program for 2010-2011**



Spring Lake Park Assessment Plan for 2011-2012

Dark shading: **state testing** Light shading: **school district assessments**
No shading: **optional or school-level tests**

Assessment	Grades	Purpose	Dates Assessed
Minnesota Comprehensive Assessments (MCA-II) MCA- II -Reading MCA- II–Math MCA-II–Science	3-8 & 10 3-8 & 11 5, 8 & 10	To evaluate instruction against the Minnesota State Standards in Language Arts and Math	Grades 3-8 Reading–April 24 & 25 Math–TBD Science - Grade 5: Week of March 5 Grade 8: May 16-18 Grade 10 : May 14-18
Graduation-Required Assessments for Diploma (GRAD)	Writing: Grade 9 Retests Grade 10 & 11 Reading: Grade 10 Math: Grade 11	To assure students have the basic skills needed to graduate from high school.	Writing–April 17 Writing Retests: November 2 Reading–April 12 &13 Math–April 17 &18 Reading and Math Retests– TBD
Measure of Academic Progress (MAP) Reading Math	3-8 3-8	To examine student growth and performance over time.	Fall testing– September 8- 30 Winter testing–January 3 - 31 Spring testing–May 1–27
DIBELS	K-5	To examine student growth and performance over time.	September, November, February & May Progress Monitoring weekly or bi-weekly
High Frequency Words	K-2	To examine student growth and performance over time.	First week of every month
EXPLORE	8	To assess achievement, career interests and study skills.	December
PLAN	10	To assess achievement, career interests and study skills.	October
Unit Tests	Elementary and Secondary	To assess student performance on the curriculum.	Varies
Other classroom assessments	Elementary and secondary	To monitor and adjust classroom instruction. Also used to help students see where they are in their learning.	Varies
Advanced Placement Tests	10,11,12	To assess student performance on the curriculum as defined by the College Board	May
ACT/SAT	11,12	College Admission Test	Throughout the year