

ROCORI Middle School

2014-2015 Testing Calendar/Rationale

Test Name: NWEA - Measure of Academic Progress (MAPs)	Subject(s): Math and Reading
Estimated Date(s):	Who:
September 8 – 19	New Students
November 3 – 21	All Students
February 9 – 27	At-Risk Students
May 4 - 22	All Students
<p>Score Reported: The score a student receives a on the MAP test is reported as a scale score and associated with a percentile ranking. Scores will also be reported on strands (specific concepts within the larger discipline).</p>	
<p>Purpose:</p> <p><i>Leadership Team:</i> MAPs data is used to monitor the progress and effectiveness of the general curriculum and planned interventions. The Leadership team utilizes the reported scores to identify students that need further remediation or have successfully improved their skills to “graduate” out of interventions.</p> <p><i>Classroom Teachers:</i> MAPs data will be used to identify opportunities to differentiate the curriculum for students. Within the overall score reported, students will also be given scores on strands of data; teachers will utilize this information to develop a class profile that will enable them to make informed instructional decisions.</p> <p><i>Students/Parents:</i> The data accessed through the assessment will be used for goal setting, identifying strengths and weaknesses, and assisting classroom teachers and RMS Staff for the planning of individual interventions.</p> <p><i>Resources:</i> http://www.nwea.org/support/article/930</p>	
Test Name: EXPLORE	Subject(s): Science, Math, Reading, English
Estimated Date(s): November 5	Who: 8th Grade Students
<p>Purpose: <i>The EXPLORE Test includes four 30-minute multiple-choice tests in English, Mathematics, Reading, and Science. This test also collects information about students’ educational plans, interests, high school course plans, and the amount of help they feel they might need in several different areas. Assessing students’ academic strengths and areas of need at this time allows them to make timely coursework adjustments to get, or stay, on track for their educational and career goals.</i></p> <p><i>Taking EXPLORE provides other benefits for students including:</i></p> <ul style="list-style-type: none"> • <i>an estimated ACT score</i> • <i>a look at how their scores compare to ACT’s College Readiness Benchmark Scores</i> • <i>the opportunity to identify career areas that match their interests</i> • <i>the opportunity to connect to more information about colleges and financial aid</i> <p><i>EXPLORE is also an excellent way to prepare for the ACT, and the best predictor of success on the ACT.</i></p> <p>Your Scores: <i>These will include scores in the areas of English, Mathematics, Reading, and Science, with an overall Composite Score. There will also be a score for Usage/Mechanics and Rhetorical Skills under the English category. Next to the scores will be the percentage of students in the United States who scored at or below your student’s score. There is also an Estimated PLAN Composite Score Range – the next step in the EPAS assessments is the PLAN Test, which is students will</i></p>	

take during their sophomore year. The EXPLORE was designed as the starting point of a long-term assessment system that continues with the PLAN (sophomore year) and the ACT (junior year). All three are built around the same four tests; however, the material tested in each program gets progressively more difficult. This Estimated PLAN Composite Score Report tells your student how other students scored on the PLAN as sophomores after achieving the same Composite Score as your son/daughter received on EXPLORE.

- **Your Plans:**
 - **High School Course Plans Compared to Core:** This area describes the minimum number of high school courses recommended to prepare for college. It will also explain whether your son or daughter’s plans are in line with recommended courses for college. Currently, ROCORI Schools and the state of Minnesota require 4 credits of English, 3 credits of science, 3.5 credits of math, 4 credits of social studies, as well as other required and elective courses needed to graduate from high school.
 - **Your Reported Needs:** These are areas in which your son/daughter self-reported as skills they might need help developing.
 - **Your Plans After High School:** EXPLORE asked your son/daughter to consider their future educational and career plans listing their preferences.
 - **College Readiness,** deals with students that are scoring at or above the Explore Benchmark scores, and taking college prep courses throughout high school, how likely they will be ready for first-year college courses.
- **Your Career Possibilities:** The EXPLORE Score Report helps students start focusing on a few Career Areas. Included to help understand this better are:
 - **World-of-Work Map, Your Interests, and Exploring Career Options.** These results have been calculated according to what the student chose during the test and are shown on the world-of-work map in blue lettering. There is a career area list, which will show the different occupations in the work world.
- **Your Skills:** This explains what each student should be able to do in English, Mathematics, Reading, and Science. There are also explanations of what to do in order to improve skills in those areas.

Resources: <http://www.act.org/explore/downloads.html>

Test Name: ACCESS	Subject(s): Language Development
Estimated Date(s): February - March	Who: EL Students

Score Reported: The ACCESS test provides schools with a “score” to represent a student’s development in the areas of language acquisition. A composite score is tabulated from the various levels achieved in reading, writing, speaking, and listening. Scores represent an ability level in the different areas.

Purpose:

Leadership Team: The data received from student assessments will be used to make programming decisions regarding course placement and interventions for EL students.

Classroom Teachers: The data will be used to determine the need for appropriate modifications or accommodations to instructional strategies, assessments, and activities.

Students/Parents: Families may utilize the data to determine areas for improvement and strength to facilitate the completion of classroom activities.

Resources: <http://www.wida.us/assessment/ACCESS/>

Test Name: ENGAGE	Subject(s): Student Survey
Estimated Date(s): March 23 - 27	Who: 6th and 8th Grade Students
<p>Score Reported: School-level and individual student results will be provided to the school leadership team(s). Families will receive individual student results which consists of “score” for three broad areas and their sub-topics.</p>	
<p>Purpose:</p> <p><i>The ACT sponsored ENGAGE Survey is designed to identify youth at academic risk. It is self-report inventory made up of three broad domains that have been shown to be predictive of academic performance and persistence: Motivation includes personal characteristics that help students to succeed academically by focusing and maintaining energies on goal-directed activities. Social Engagement includes interpersonal factors that influence students’ successful integration into their environment. Self-Regulation includes cognitive and affective processes used to monitor, regulate, and control behavior related to learning. ENGAGE captures students’ perceptions of themselves, their families’ commitment to education, school-related factors, and important behavioral information.</i></p> <p><i>Leadership Team:</i> ENGAGE data will be used to draw broad conclusions about the climate of ROCORI Middle School. Data will also be used to identify at-risk students and plan for programming.</p> <p><i>Students/Parents:</i> Students and parents can use the results of the ENGAGE survey to have important discussions about attitude, behavior, and engagement.</p> <p><i>Resources:</i> http://www.act.org/engage/downloads.html</p>	
Test Name: Minnesota Comprehensive Assessment (MCAs)	Subject(s): Math, Reading, Science (8th grade only)
Estimated Date(s): April 13 -30	Who: All Students
<p>Score Reported: Students will receive a scale score and achievement level. Diving further into scores, information is provided for specific strands within the broader subject area.</p>	
<p>Purpose:</p> <p><i>Leadership Team:</i> MCA data is used to monitor the progress and effectiveness of the general curriculum and planned interventions. The Leadership team utilizes the reported scores to identify students that need further remediation or have successfully improved their skills to “graduate” out of interventions.</p> <p><i>Classroom Teachers:</i> MCA data will be used to identify opportunities to differentiate the curriculum for students. Within the overall score reported, students will also be given scores on strands of data; teachers will utilize this information to develop a class profile that will enable them to make informed instructional decisions.</p> <p><i>Students/Parents:</i> The data accessed through the assessment will be used for goal setting, identifying strengths and weaknesses, and assisting classroom teachers and RMS Staff for the planning of individual interventions.</p> <p><i>Resources:</i> http://www.pearsonperspective.com/families.php</p>	