

# Testing Glossary

## State/Federal Mandated Assessments

### Title I Assessments

The **Minnesota Comprehensive Assessments (MCAs)** and alternate assessments (**MCA-Modified and MTAS**) are the state tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA). Students take one test in each subject. Most students take the MCA, but students who receive special education services and meet eligibility criteria may take the MCA-Modified or the MTAS.

### Diploma Assessments

The Graduation-Required Assessments for Diploma (GRAD) are the state tests that fulfill Minnesota's high school graduation requirement for students who first entered grade 8 in 2005-06 or later. These tests measure student performance on essential skills in Writing, Reading and Mathematics for success in the 21st century. If a student does not satisfy the graduation requirement for an assessment during the first administration, there will be retest opportunities available.

## English Language Proficiency Assessments

### ACCESS

ACCESS for ELLs® stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. This large-scale test addresses the academic English language proficiency (ELP) standards at the core of the WIDA Consortium's approach to instructing and evaluating the progress of English language learners. (Replacing the TEAE and Solom tests)

### WIDA

Starting in the spring of 2012, tests developed by the WIDA consortium will fulfill the Title III requirement for assessing English language proficiency.

### NAEP

National Assessment of Educational Progress (NAEP), also known as "The Nation's Report Card," is the only national assessment of what students know and can do in various subject areas. NAEP is given to a representative sample of students in grades 4, 8 and 12 in each state.

NAEP includes assessments in nine subjects following frameworks and assessment schedules set by the National Assessment Governing Board (NAGB). Only Mathematics, Reading, Science and Writing are reported at the state level; all other subjects are reported at the national level only.

## Local Optional Assessments

### Accuplacer

The College Board's Accuplacer test is a computer-based placement test that assesses reading, writing and math skills to determine a student's needed placement.

### ACT

Standardized test for high school achievement and college admission that measures English, Math, Reading and Science

### ACT-EXPLORE

The EXPLORE test is administered to 8th grade students in the fall of each school year. EXPLORE has four academic tests: English, Mathematics, Reading, and Science. (ACT)

**ACT-Plan**

ACT Plan serves as the midpoint measure of academic progress in ACT's College and Career Readiness System

**AP/IB--Advanced Placement/International Baccalaureate**

The AP/IB programs provide increased academic rigor as well as offer sound curricular design, accountability, comprehensive external assessment, feedback to students and teachers, and the opportunity for high school students to compete academically on a global level. At the end of a course and assessment is given. Students scoring well enough are eligible to earn college credit.

**CLEP**

College Level Examination Program is a group of standardized tests that assess college-level knowledge in several subject areas. Many colleges grant credit to students who meet their minimum qualifying score.

**College Board-SAT**

Standardized test for college admission developed by The College Board. It consists of three areas of critical thinking; English, Math, and Writing

**College Board-PSAT/NMSQT**

Preliminary SAT/National Merit Scholarship Qualifying Test is a standardized administered by the College Board and National Merit Scholarship Corporation.

**CBMs**

Curriculum-Based Measurement solutions an enhanced district assessment system designed by researchers at the University of Oregon as an integral part of an RTI (Response to Intervention) model.

**Diagnostic Online Reading Assessment (DORA)**

Created by Spanish reading specialists, DORA-Spanish is a comprehensive, valid and reliable program which assesses a child's reading skills in Spanish.

**Fountas and Pinnell**

This Benchmark Assessment System seamlessly and gracefully links assessment to instruction along The Continuum of Literacy Learning. This comprehensive system for one-on-one assessment reliably and systematically matches students' instructional and independent reading abilities

**Kindergarten**

Fall - LNF and LSF and NR (Letter Names, Letter Sounds, and Number Recognition).

Winter - LSF and NR and ORF (Letter Sounds, Number Recognition, and Oral Reading Fluency.)

Spring - LSF and NR and ORF (Letter Sounds, Number Recognition, and Oral Reading Fluency.)

Reasons for these assessments: To establish flex grouping, determine kindergarten placements and progress, measure student growth.)

**NWEA (MAP)**

Students take the tests on a computer. The questions automatically adjust to the child's appropriate level of learning, based on the child's responses. In essence, each test is customized to the student to pinpoint each student's appropriate instructional level. Students who have traditionally found standardized assessments to be too challenging, and therefore frustrating, find a better balance of comfortable and challenging questions. Students who have traditionally breezed through standardized assessments find more challenging questions. With this testing system, high ability students find there is no longer an artificial ceiling in testing their academic achievement.

**OLPA**

The optional local purpose assessment is an optional version of the MCA II that districts can offer twice a year.

### **Reading Fluency Assessments**

Students reading fluency is assessed in the fall, winter, and spring in grades k-5. Each child is assessed three times a year to measure progress in oral reading fluency. Oral reading fluency is a measure of reading accuracy and rate. It also has a high correlation with students' reading comprehension. There are different measures for fluency depending on the child's grade level and primary language of instruction.

### **Spelling Inventories**

#### **PSI**

Primary Spelling Inventory is used in Kindergarten through 3<sup>rd</sup> grade. The 26 words are ordered by difficulty to sample features of the letter name–alphabetic to within word pattern stages. Call out enough words so that you have at least five or six misspelled words to analyze.

#### **ESI**

Elementary Spelling Inventory can be used as early as first grade, particularly if a school system wants to use the same inventory across the elementary grades. The 25 words are ordered by difficulty to sample features of the letter name–alphabetic to derivational relations stages.

#### **USI**

Upper Level Spelling Inventory can be used in upper elementary, middle, high school and post-secondary classrooms. The 31 words are ordered by difficulty to sample features of the within word pattern to derivational relations spelling stages.

### **Words Their Way**

A developmental spelling program which has students work with level-appropriate word sorts in order to improve their understanding of the written language. Word sorts are simply a set of words which fall into certain spelling, sound, or semantic categories.

### **DATA Management Reporting Systems**

#### **AIMSweb**

A web-based assessment, data management, and reporting system that provides the framework for Response to Intervention (RTI) and multi-tiered instruction. Designed specifically to universally screen and progress monitor. AIMSweb uses brief, valid, and reliable General Outcome Measures of reading and math performance for Grades K-8 that can be used with any curriculum.