# Title I Teacher Meeting

**Friday, September 8, 2017**
**2:00 – 3:20**
**District Board Room**

**Agenda:**

1. Introductions: Share something you are looking forward to this school year.
    a. Title Staff List (handout)

2. Review May 23, 2017 meeting minutes (handout)

3. 2017-2018 Title I Application & Budget

4. Transition to Every Student Succeeds Act (ESSA) (handout)

5. Test Data Discussion – No MMR or AYP information this year
    a. Spring 2017 AIMSweb results (handout)
    b. 2017 MCA Reading, Math & Science Results (handout)
    c. 2017 Achievement Gaps (school handout)
    d. Test Dates (handout)
    e. Primary MAP to replace AIMSweb this year (handouts) – no test proctors

6. Preparing for Title I MDE Monitoring
    a. Title I Schedules & Time & Effort Forms
    b. Technology & Equipment Updates
    c. Requisitions
    d. Schoolwide Plans & Meetings
        i. Questions

7. Title I Parent Advisory Council
    a. Need more parents to participate
    b. Let Kathy know when your school would like to host the PAC
    c. Kindergarten Packets

8. RtI Specialists & Training – Amanda Mix & Gigi Nicoson
    a. Planned trainings this year
    b. Training requests
    c. MAASFEP October 5-6, 2017 - Use school Title I or school Staff Development budgets. Can also write a District Staff Development grant.

9. Other

# 2017-2018 Title I Staff

By School & Position Order

| School | Name | Telephone | Position |
|---|---|---|---|
| Central/Nonpublic | Lori Clafton | 333-3220 | Teacher/Reading Recovery |
| Central | Vince Collyard | 333-3220 | Teacher |
| Central | Terri Forseth | 333-3220 | Teacher |
| Central | Carolyn May | 333-3220 | Paraprofessional |
| J. W. Smith | Audra Allen | 333-3290 | Teacher/Reading Recovery |
| J. W. Smith | Michele Green | 333-3290 | Teacher |
| J. W. Smith | Nancy Neis | 333-3290 | Teacher/Reading Recovery |
| J. W. Smith | Sarah Nielsen | 333-3290 | Teacher |
| J. W. Smith | Kelly Fagerstrom | 333-3290 | Paraprofessional |
| J. W. Smith | Annette Laituri | 333-3290 | Paraprofessional |
| J. W. Smith | Stacy Pfremmer | 333-3290 | Paraprofessional |
| J. W. Smith | Joan Sagedahl | 333-3290 | Paraprofessional |
| Lincoln | Kim Bolte | 333-3250 | Teacher |
| Lincoln | Maureen Johnson | 333-3250 | Reading Recovery Teacher |
| Lincoln | Kathy McKeown | 333-3250 | Teacher |
| Lincoln | Darlene Riewer | 333-3250 | Teacher |
| Lincoln | Liana Schaefer | 333-3250 | Teacher/Reading Recovery |
| Lincoln | Anna Drummond | 333-3250 | Paraprofessional |
| Lincoln | Sandra Smith | 333-3250 | Paraprofessional |
| Lincoln | Kyle Timms | 333-3250 | Paraprofessional |
| Solway | Heather Sande | 467-3232 | Teacher/Reading Recovery |
| Solway | Bonnie Wentzel | 467-3232 | Paraprofessional |
| District | Angie Lauderbaugh | 333-3290 | Homeless Liaison |
| District/Lincoln | Amanda Mix | 333-3250 | RtI Math/Science Specialist |
| District/Horace May | Gigi (Brigitta) Nicoson | 333-3290 | RtI Reading/Social Specialist |
| District | Kathy Palm | 333-3100, 31103 | Director of Curriculum/Title |
| District | Jacque Pearce | 333-3100, 31102 | Curriculum/Title Secretary |

# 2017-2018 Title I Staff

By Alphabetical Order

| School | Name | Telephone | Position |
|---|---|---|---|
| J. W. Smith | Audra Allen | 333-3290 | Teacher/Reading Recovery |
| Lincoln | Kim Bolte | 333-3250 | Teacher |
| Central/Nonpublic | Lori Clafton | 333-3220 | Teacher/Reading Recovery |
| Central | Vince Collyard | 333-3220 | Teacher |
| Lincoln | Anna Drummond | 333-3250 | Paraprofessional |
| J. W. Smith | Kelly Fagerestrom | 333-3290 | Paraprofessional |
| Central | Terri Forseth | 333-3220 | Teacher |
| J. W. Smith | Michele Green | 333-3290 | Teacher |
| Lincoln | Maureen Johnson | 333-3250 | Reading Recovery Teacher |
| J. W. Smith | Annette Laituri | 333-3290 | Paraprofessional |
| District | Angie Lauderbaugh | 333-3290 | Homeless Liaison |
| Central | Carolyn May | 333-3220 | Paraprofessional |
| Lincoln | Kathy McKeown | 333-3250 | Teacher |
| District/Lincoln | Amanda Mix | 333-3250 | RtI Math/Science Specialist |
| J. W. Smith | Nancy Neis | 333-3290 | Teacher/Reading Recovery |
| District/Horace May | Gigi (Brigitta) Nicoson | 333-3290 | RtI Reading/Social Specialist |
| J. W. Smith | Sarah Nielsen | 333-3290 | Teacher |
| District | Kathy Palm | 333-3100 ext. 103 | Director of Curriculum/Title |
| District | Jacque Pearce | 333-3100 ext.102 | Curriculum/Title Secretary |
| J. W. Smith | Stacy Pfremmer | 333-3290 | Paraprofessional |
| Lincoln | Darlene Riewer | 333-3250 | Teacher |
| J. W. Smith | Joan Sagedahl | 333-3290 | Paraprofessional |
| Solway | Heather Sande | 467-3232 | Teacher/Reading Recovery |
| Lincoln | Liana Schaefer | 333-3250 | Teacher/Reading Recovery |
| Lincoln | Sandra Smith | 333-3250 | Paraprofessional |
| Lincoln | Kyle Timms | 333-3250 | Paraprofessional |
| Solway | Bonnie Wentzel | 467-3232 | Paraprofessional |

# Title I Teacher & Principal Meeting

**1:00 – 3:00, Tuesday, May 23, 2017**
**District Board Room**

**In Attendance:** Audra Allen, Kelly Blair, Kim Bolte, Lori Clafton, Vince Collyard, Terri Forseth, Michele Green, Jason Luksik, Kathy McKeown, Nancy Neis, Gigi Nicoson, Sarah Nielsen, Kathy Palm, Darlene Riewer, Heather Sande, Liana Schaefer

**Minutes:**

1. Members introduced themselves and shared a highlight they experienced this school year. Overall, this has been a good school year for everyone, and we are pleased at the growth our students have made.

2. Kathy referred to the minutes from the March 17, 2017 Title I Meeting. All meeting agendas and minutes are posted to the district Title I website.

3. Kathy shared, "What's new for Title I and Every Student Succeeds Act (ESSA)?" Some of the changes include:
    a. Our district received a slight increase in 2016-2017 Title I funds and no reduction, so we hope to have some carryover for next year.
    b. We will not know our 2017-2018 Title allocations until the end of July because the federal government has not finalized their budget.
    c. Title II will probably be less next year, and it could be eliminated after that.
    d. ESSA requires that we allocate to nonpublic schools off the top of the allocation and prior to the required set asides.
    e. Congress is talking about Title I portability, meaning that the money follows the student.
    f. Title IV will be a competitive grant available this year to support a well-rounded education, safe and healthy students, and technology.
    g. ESSA will focus more on student growth than proficiency.
    h. The expected graduation rate for ESSA is 67%.
    i. In 2018, ESSA will identify schools with chronic absenteeism.
    j. ESSA requires reporting whether students of color and low income have access to effective, and in-field teachers.

4. Kathy shared the following data with the teachers: 2016-2017 Demographics, Preliminary Reading, Math & Science 2017 MCA, and Viewpoint Data Warehouse 2017 Subgroup data. Kathy will share MAP and AIMSweb when it is available.

    We discussed that the district is considering changing from AIMSweb to Primary MAP for kindergarten and grade 1. Teachers shared their impressions of Primary MAP, both good and bad. At the next RtI Team meeting, principals and teachers will have a NWEA

webinar to ask more questions about Primary MAP. After that, we will make the decision whether to change. Training is needed if we make this change.

5. Kathy reminded the teachers that the 2017-2018 Family Engagement Plans need to be completed and approved and signed by parents. The District Title I Parent Advisory Council will meet May 25 at Solway to approve and sign the plans. Teachers should send their plans to Kathy by June 9, and they will be posted on the school and district web sites.

6. We discussed the 2017-2018 Schoolwide Plans. New this year is the Confirmation of Schoolwide Program, which will be uploaded to the Title I application instead of the Schoolwide Plan. We need to keep the Schoolwide Plans on file and make them available to parents at the schools and on the school and district website. Send your plans to Kathy by June 9, and during teacher workshop they should be updated with the final school data. The deadline for the 2017-2018 Title applications is September 1, 2017.

7. Teachers should send their Title I equipment and technology inventory information to Jacque Pearce.

8. The meeting adjourned at 3:00.

# The Every Student Succeeds Act (ESSA):

# What Goes Into Effect in 2017-2018?

The 2017-2018 school year serves as another year of transition to the new ESSA law. Some components of ESSA take effect this coming school year while much of the data reporting, school improvement and accountability requirements are not in place until 2018-2019.

This overview serves as a planning resource for districts and charter schools. A separate transition year document outlines the 2017-2018 plans related to data reporting, accountability and school improvement.

## What Goes Away in 2017-2018?

- Highly qualified educator requirements are eliminated. See below for updated license-related information.
- Multiple Measurements Rating (MMR), Adequate Yearly Progress (AYP) in its entirety, and Annual Measurable Achievement Objective (AMAO) data will not be released in 2017 and will no longer be located on the Minnesota Report Card. Historical data will be archived in the data center. World's Best Workforce (WBWF) Data Profiles will be released at the same time as assessment results. More information.
- Priority and Focus schools are not required to send parent notification letters.
- Districts are not required to send parent notification letters regarding AMAO status for Title III.
- A hold-harmless provision, based on the amount of Title II funds a Local Education Agency (LEA) received in FY 2001 under the former Eisenhower Professional Development and Class-Size Reduction programs, has been eliminated. More information on Part A.

## What Stays the Same in 2017-2018?

- The Minnesota Common Course Catalogue (MCCC) is a mandatory data collection of LEA course classifications to the state of Minnesota. The data collection for MCCC is required by federal legislation (HR 2272 America Competes Act of 2007 SEC. 6401) and state legislation (Minnesota Statute, Section 120B.35). **Contact MCCC.**
- Annual testing remains for reading and math in grades 3-8 and once in high school, and science in grades 5, 8 and once in high school. Annual English language development testing remains for English Learners in grades K-12. **Contact Statewide Testing.**
- Qualifications for instructional Title I paraprofessionals have not changed. The qualifications include two years of study at an institute of higher education (60 semester credits), an associate's degree, or demonstrated knowledge through testing (typically accomplished by obtaining a minimum of 460 on the ParaPro test). More information. **Contact Kat Anthony-Wigle.**
- LEAs should create and regularly update local plans for ensuring low-income students, students of color and American Indian students have equitable access to effective, experienced, in-field and diverse teachers as part of the World's Best Workforce requirements. **Contact WBWF.**

### English Learner Education and Title III Program

- Parent notifications required under ESSA must be made accessible to parents in a language they understand. More information on ESEA.
- LEAs generating a Title III allocation of less than $10,000 may form a consortium to access Title III dollars. More information on Title III.

Contact the English Learner Division.

### Title I and Title II Programs

- Priority and Focus schools must set aside 20 percent of their Title I funds for activities to support the school's improvement plan.
- The Title I Schoolwide Program model can be implemented if at least 40 percent of a school's enrollment is eligible for free or reduced price lunch. The Minnesota Department of Education plans to implement a waiver to the 40 percent threshold beginning in the 2018-2019 school year. More information on Part A.
- LEAs may transfer up to 100 percent of the funds it receives under certain authorized ESEA programs (currently Title II only) into Title I, Part A.
- Federal regulations regarding carryover of funds under ESEA remains the same in each of the programs authorized under ESEA. More information on Part A.

Contact ESEA.

### Foster Care

LEAs must collaborate with county/tribal social service agencies to develop transportation plans for foster care students. The written plans must include how transportation for foster care students will be provided and funded. Foster care students must be immediately enrolled if they change schools as a result of foster care placement. Foster care students "awaiting placement" are no longer included in the definition of homeless and are not eligible for McKinney-Vento services. Foster Care students are to remain in their school of origin if it is in their best interest to do so. MDE has established a foster care point-of-contact. LEAs must, if provided a foster care point-of-contact by the county agency, assign a foster care point-of-contact. More information on Foster Care.

Contact ESEA.

## What is New in 2017-2018?

- School districts that receive at least a $40,000 Indian Education formula grant under Title VI are to ensure tribal consultation requirements under section 8538 of ESSA are met. The Minnesota Department of Education works with the Tribal Nations Education Committee as the primary consultative body around all issues related to Indian Education. The department also engages in consultation with the eleven tribal nations individually regarding significant issues such as ESSA and around other issues and concerns about federal law and American Indian student success. Contact the Indian Education Division.

- Title IV, Part A: Academic Support and Enrichment Grants will be available in the 2017-2018 school year as a competitive grant program. Districts will receive more information as details become available. **Contact Doug Paulson.**
- Programs authorized under ESEA require LEAs to select relevant, evidence-based interventions for implementation in all programs. LEAs must select interventions supported by strong evidence or moderate evidence in a similar setting and/or population to the ones being served. The What Works Clearinghouse uses rigorous standards to review evidence of effectiveness on a wide range of interventions and also summarizes the settings and populations in the studies.

## Licensure

- All teachers will need to be appropriately licensed or the appropriate Board of Teaching special permission for their teaching assignment.
- English as a Second Language (ESL) teachers who provide instruction or teach credit-bearing coursework to English learners in core content areas must hold both an ESL license or permission as well as the appropriate core content license or permission. As a transition to the new requirements, ESL teachers who provided content instruction to English learners under the previous highly qualified provision may continue to do so in the 2017-2018 and 2018-2019 school years.

**Contact Kat Anthony-Wigle.**

## English Learner Education and Title III Program

- Revised, statewide English Learner (EL) identification and program exit procedures and criteria are in effect. All LEAs must use the standardized, statewide EL criteria. More information on English Learners.
- English learners that arrived in the U.S. within the previous 12 months (also referred to as recently-arrived English learners) should take all assessments, including the science, math and reading MCA as well as ACCESS for ELLs, in the 2017-2018 school year.
- In addition to professional development and effective language education instructional programs, LEAs must direct a portion of their Title III allocation to appropriate family, school and community engagement activities.
- Annual parent notification regarding English Learner identification and language instruction is now required by all LEAs receiving funds under Title I. MDE will provide templates for this and other parent notifications required by ESSA. More information on ESEA.

**Contact the English Learner Division.**

## Title I and Title II Programs

- Districts with Title I allocations of $500,000 or more must set aside at least 1 percent of their allocation to carry out family, school and community engagement activities. Not less than 90 percent of this set-aside must be distributed to Title I schools with the highest need.
- The equitable share calculation for the nonpublic Title I program must be taken off the top of the LEA Title I allocation. MDE will post a preliminary nonpublic equitable share amount to be communicated with the nonpublic school during the required nonpublic consultation. Additionally, the department has appointed an Ombudsman to monitor and enforce the requirements of programs authorized under ESEA.
- There is a significant change in the calculation formula for Title II under ESSA. 20 percent of each LEA's allocation will be calculated based on the U.S. Census Bureau estimate of children age 5 through 17

living within district boundaries; 80 percent of each LEA allocation will be calculated based on the U.S. Census Bureau estimate of children age 5 through 17 living in poverty within district boundaries.

- Rural Education Achievement Program (REAP): The Small, Rural School Achievement Program (SRSA) eligible districts must complete an annual federal grant application. The Rural, Low-Income Schools Program (RLIS) eligible districts must complete the state grant application (SERVS Financial). Dual-eligible districts must choose one grant under which to apply and receive funds each year. More information on REAP.

**Contact ESEA.**

# MDE Categories of School Support under ESSA and WBWF

MREA
Voice For Greater Minnesota Education

| Category | Category Description | Projected # of Schools | ID year | Assessments and Years | Support Title | Support Description for 3 years beginning with ID year |
|---|---|---|---|---|---|---|
| A | Lowest performing 5% of Title I schools | 50 schools: 35 elem., 9 middle, 7 HS | '18/19 | MCA's '16, '17, '18; Consistent Attendance and 4 & 7 year grad rates (HS) '15, '16, '17 | Comprehensive | Intensive on-site tech assistance<br>School Improvement Plans reviewed and implementation monitored regularly |
| B | High Schools (Title I and non-Title I) with 4 year grad rate <67% for any student group | 200 High Schools | '18/19 | 4 year Grad rates '15, '16, '17 | Comprehensive | Intensive on-site tech assistance<br>School Improvement Plans reviewed and implementation monitored regularly |
| C | Schools (Title I and non-Title I) with at least one student group at or below performance of all students in lowest performing schools | 30 schools not in categories A or B | '18/19 | MCA's '16, '17, '18; Consistent Attendance and 4 & 7 year grad rates (HS) '15, '16, '17 | Focused | Moderate on-site tech assistance<br>School Improvement Plans reviewed and implementation monitored regularly |
| D | Category C Title I schools which did not improve | Unknown | '21/22 | MCA's '19, '20, '21; Consistent Attendance and 4 & 7 year grad rates (HS) '18, '19, '20 | Comprehensive | Intensive on-site tech assistance<br>School Improvement Plans reviewed and implementation monitored regularly |
| E | Schools (Title I and non-Title I) with one or more consistently underperforming student group | 220 schools not in categories A, B, or C | '18/19 | MCA's '16, '17, '18; Consistent Attendance and 4 & 7 year grad rates (HS) '15, '16, '17 | Targeted | Districts will receive professional development to support school level improvement plans and address district level resource inequities |
| WBWF | Districts not achieving World's Best Workforce Goals (WBWF) Goals | Unknown | '18/19 | Three consecutive years of WBWF results '16, '17, '18 | Priority | District improvement strategies are selected by the Commissioner<br>Schools receive Comprehensive Support |

## 2016-2017 Bemidji Kindergarten AIMSweb Tier I Reading Benchmark Assessments

| | | LNF | | | LSF | | | PSF | | | NWF | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade | # Tested | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring |
| District | 392 | 55.0% | 55.0% | 53.0% | 57.0% | 59.0% | 63.5% | | 67.0% | 70.4% | | 64.0%* | 82.6%* |
| Central Elementary | 40 | 47.5% | 56.3% | 50.0% | 50.0% | 59.0% | 62.4% | | 71.7% | 77.4% | | | |
| J. W. Smith Elementary | 67 | 42.6% | 37.4% | 55.1% | 48.0% | 38.8% | 58.1% | | 51.3% | 70.0% | | | |
| Lincoln Elementary | 81 | 55.0% | 64.1% | 55.5% | 58.0% | 70.0% | 89.0% | | 70.3% | 81.4% | | 64.1% | 82.6% |
| Paul Bunyan Elementary | 204 | 61.6% | 57.0% | 53.3% | 60.6% | 61.4% | 56.3% | | 70.1% | 65.6% | | | |

* Indicates limited assessment administration

## 2016-2017 Bemidji Kindergarten AIMSweb Tier I Math Benchmark Assessments

| | | OCM | | | NIM | | | QDM | | | MNM | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade | # Tested | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring |
| District | 392 | 61.4% | 69.3% | 74.6% | 63.1% | 61.6% | 66.6% | 67.2% | 75.6% | 76.7% | 72.7% | 73.8% | 69.8% |
| Central Elementary | 40 | 54.7% | 69.1% | 60.0% | 57.0% | 61.4% | 65.0% | 59.4% | 82.0% | 82.4% | 61.8% | 76.8% | 85.0% |
| J. W. Smith Elementary | 67 | 35.4% | 48.5% | 70.0% | 55.2% | 45.7% | 62.6% | 63.0% | 58.0% | 75.0% | 60.4% | 66.1% | 58.1% |
| Lincoln Elementary | 81 | 62.7% | 66.6% | 81.4% | 61.4% | 61.6% | 76.4% | 65.0% | 85.0% | 90.0% | 75.5% | 71.5% | 82.6% |
| Paul Bunyan Elementary | 204 | 72.0% | 77.7% | 77.4% | 68.0% | 67.0% | 65.0% | 71.0% | 76.7% | 71.5% | 78.5% | 76.7% | 66.0% |

**Key:**

Less than 60% in Tier I

60%-74% in Tier I

75% or Higher in Tier I

80% or Higher in Tier I

**Reading Assessments:**

| | |
|---|---|
| LNF | Letter Naming Fluency |
| LSF | Letter Sound Fluency |
| PSF | Phoneme Segmentation Fluency |
| NWF | Nonsense Word Fluency |
| R-CBM | Curriculum Based Measurement |
| MAZE | Multiple Choice Reading Passage |

**Mathematics Assessments:**

| | |
|---|---|
| OCM | Oral Counting |
| NIM | Number Identification |
| QDM | Quantity Discrimination |
| MNM | Missing Number |
| M-COMP | Math Computation |

## 2016-2017 Bemidji Grade 1 AIMSweb Tier I Reading Percentages by Grade & Benchmark Assessment

| School | # Tested | LNF | | | LSF | | | PSF | | | NWF | | | Curriculum Based Measurement | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring |
| District | 392 | 49.0% | 52.5%* | 68.3%* | 52.0% | 64.6%* | | 56.0% | 57.0% | | 45.5% | 57.2% | 64.5% | | 46.0% | 63.4% |
| Central Elementary | 40 | 52.0% | | | 50.0% | 76.0%* | | 65.8% | 85.0% | | 52.2% | 55.0% | 60.0% | | 35.0% | 60.4% |
| Horace May Elementary | 79 | 61.0% | | 72.0% | 57.0% | 50.0% | | 71.7% | 63.7% | | 50.5% | 71.2% | 72.3% | | 57.0% | 74.6% |
| J.W. Smith Elementary | 65 | 44.2% | | | 47.0% | 50.0%* | | 46.0% | 40.0% | | 39.0% | 31.0% | 42.0% | | 26.0% | 38.4% |
| Lincoln Elementary | 99 | 42.0% | | | 56.4% | | | 54.0% | 54.0% | | 50.0% | 71.5% | 81.7% | | 50.4% | 66.6% |
| Northern Elementary | 84 | 49.0% | | | 50.5% | 70.1%* | | 54.1% | 59.2% | | 42.1% | 57.0% | 61.8% | | 53.4% | 73.7% |
| Solway Elementary | 27 | 40.6% | 58.7%* | | 44.3% | 62.4%* | | 33.0% | 41.0% | | 33.2% | 37.0% | 55.5% | | 44.0% | 52.0% |

*Indicates limited assessment administration

Missing Kelly Peterson's Grade 1 scores

## 2016-2017 Bemidji Grade 1 AIMSweb Tier I Math Percentages by Grade & Benchmark Assessment

| School | # Tested | OCM | | | NIM | | | QDM | | | MNM | | | M-COMP | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring |
| District | 395 | 61.7% | 64.2% | 67.7% | 56.0% | 54.0% | 57.0% | 66.5% | 72.0% | 77.1% | 61.0% | 67.5% | 68.5% | 65.6% | 55.8% | 74.0% |
| Central Elementary | 40 | 61.3% | 67.4% | 67.4% | 54.4% | 52.4% | 60.0% | 63.5% | 72.4% | 67.4% | 70.4% | 80.0% | 70.0% | 60.0% | 74.0% | 85.0% |
| Horace May Elementary | 79 | 79.0% | 74.0% | 85.0% | 68.0% | 66.0% | 68.0% | 75.2% | 81.4% | 84.7% | 72.8% | 71.5% | 78.4% | 80.0% | 69.0% | 100% |
| J.W. Smith Elementary | 67 | 54.2% | 55.6% | 53.7% | 37.0% | 40.0% | 43.0% | 54.2% | 55.6% | 58.4% | 50.0% | 51.0% | 55.0% | 57.0% | 42.0% | 46.0% |
| Lincoln Elementary | 99 | 62.0% | 61.0% | 62.0% | 57.5% | 57.3% | 53.4% | 65.1% | 76.5% | 79.7% | 60.0% | 70.0% | 67.0% | 60.0% | 47.0% | 67.0% |
| Northern Elementary | 84 | 53.0% | 70.0% | 69.0% | 62.6% | 51.1% | 61.8% | 73.4% | 72.0% | 86.8% | 62.6% | 72.0% | 73.7% | 71.0% | 59.2% | 75.8% |
| Solway Elementary | 28 | 55.5% | 48.0% | 71.3% | 48.0% | 55.5% | 57.0% | 59.0% | 70.0% | 75.0% | 37.0% | 55.5% | 60.6% | 56.0% | 44.0% | 67.0% |

Missing Angie Rodgers

**Key:**

Less than 60% in Tier I

60%-74% in Tier I

75% or Higher in Tier I

80% or Higher in Tier I

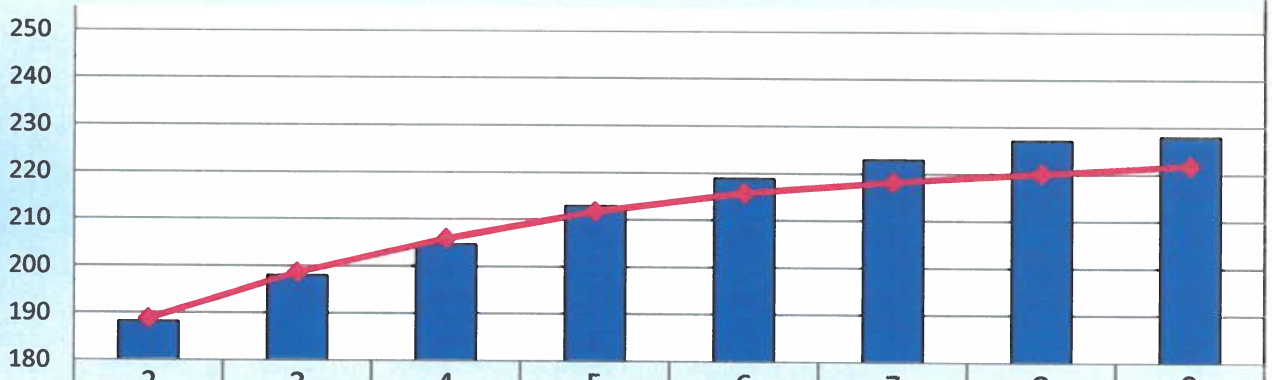
**Reading Assessments:**

| | |
|---|---|
| **LNF** | Letter Naming Fluency |
| **LSF** | Letter Sound Fluency |
| **PSF** | Phoneme Segmentation Fluency |
| **NWF** | Nonsense Word Fluency |
| **R-CBM** | Curriculum Based Measurement |
| **MAZE** | Multiple Choice Reading Passage |

**Mathematics Assessments:**

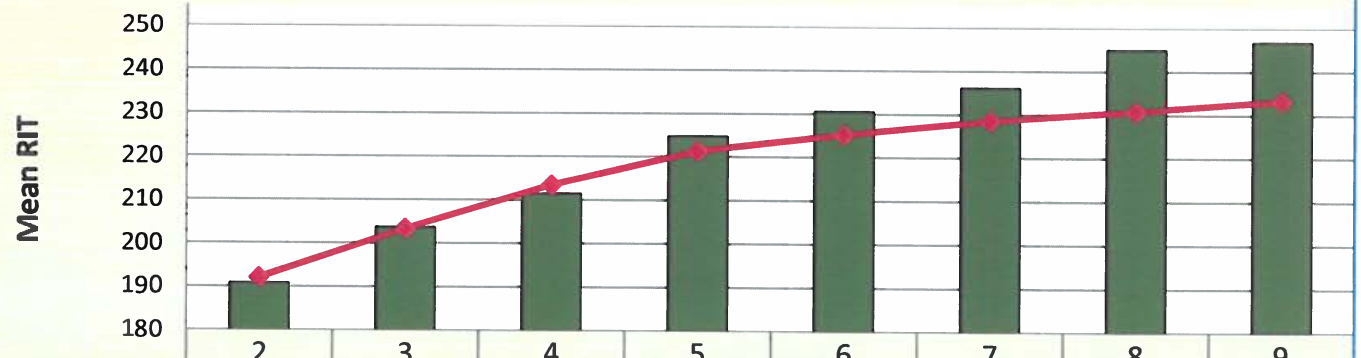
| | |
|---|---|
| **OCM** | Oral Counting |
| **NIM** | Number Identification |
| **QDM** | Quantity Discrimination |
| **MNM** | Missing Number |
| **M-CAP** | Mathematics Concepts and Applications |
| **M-COMP** | Math Computation |

## Bemidji District NWEA MAP Reading RIT Compared to Norm Spring 2017



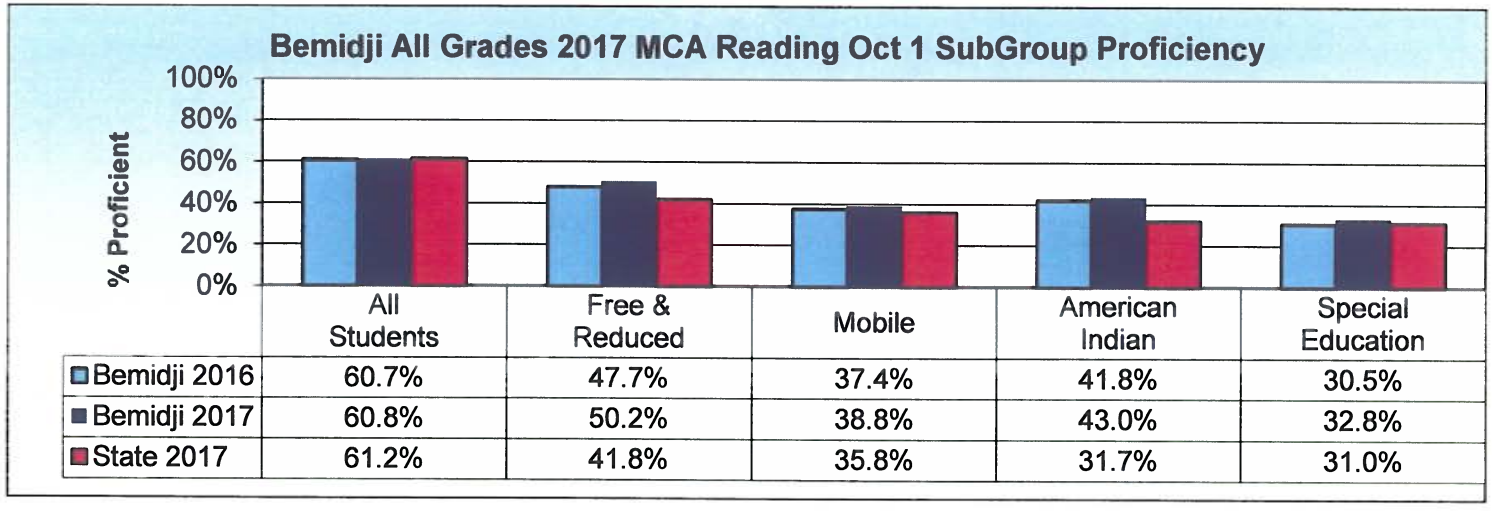

| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|
| Mean RIT Achieved | 188.1 | 197.9 | 204.6 | 212.8 | 218.8 | 222.9 | 227.1 | 227.9 |
| 2015 Norm Mean RIT | 188.7 | 198.6 | 205.9 | 211.8 | 215.8 | 218.2 | 220.1 | 221.9 |

## Bemidji District NWEA MAP Math RIT Compared to Norm Spring 2017

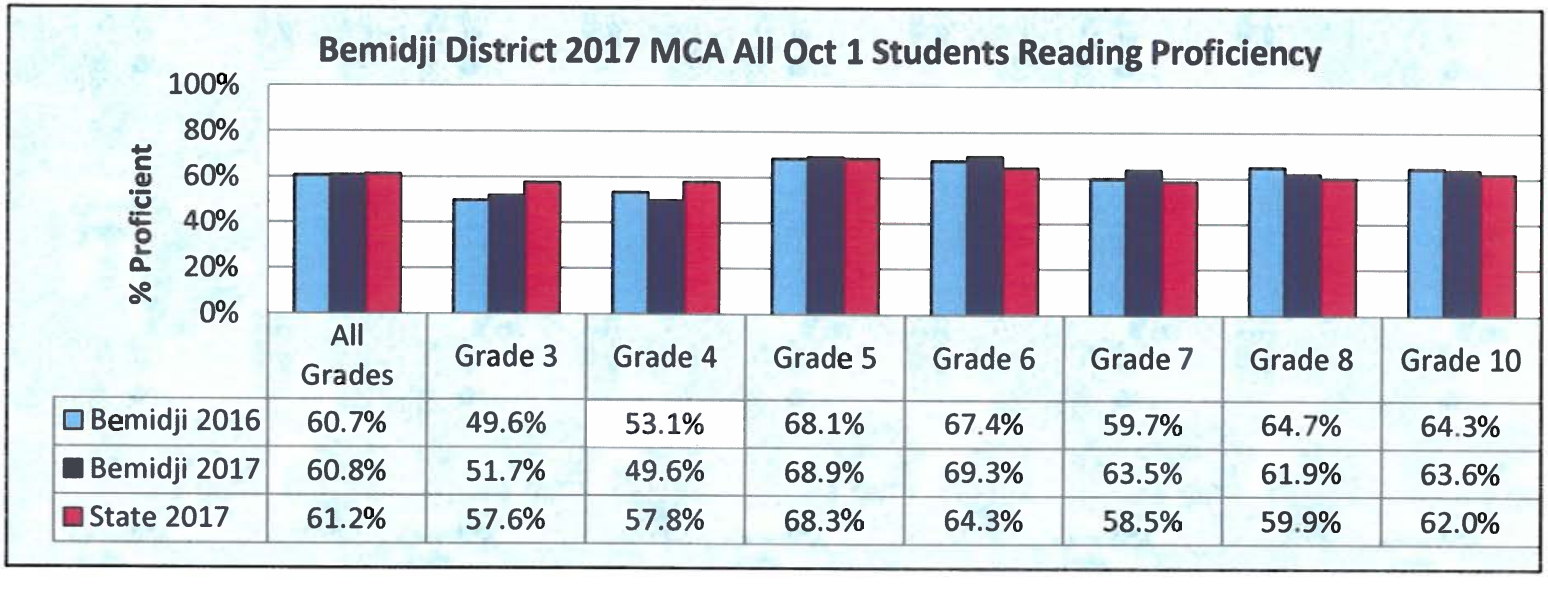



| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|
| Mean RIT Achieved | 190.7 | 203.6 | 211.4 | 224.7 | 230.5 | 236.1 | 244.9 | 246.7 |
| 2015 Norm Mean RIT | 192.1 | 203.4 | 213.5 | 221.4 | 225.3 | 228.6 | 230.9 | 233.4 |

## Bemidji 2016-2017 Reading MCA Oct 1 SubGroup & Grade Level Proficiency Compared to State 2017

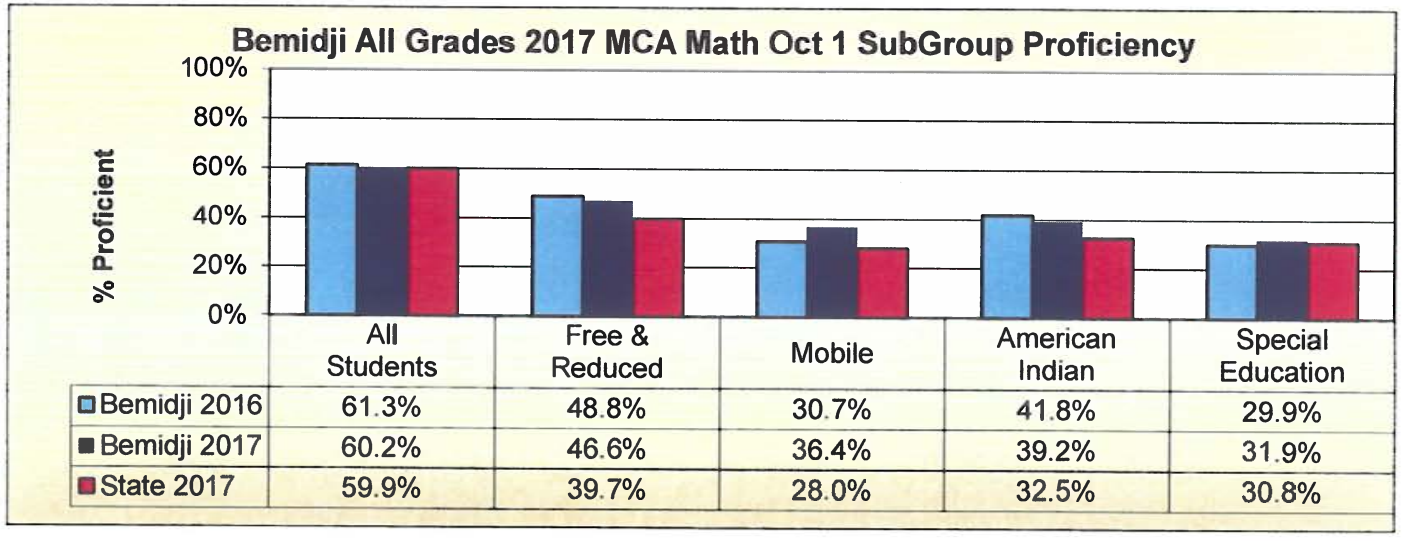



| | All Students | Free & Reduced | Mobile | American Indian | Special Education |
|---|---|---|---|---|---|
| Bemidji 2016 | 60.7% | 47.7% | 37.4% | 41.8% | 30.5% |
| Bemidji 2017 | 60.8% | 50.2% | 38.8% | 43.0% | 32.8% |
| State 2017 | 61.2% | 41.8% | 35.8% | 31.7% | 31.0% |

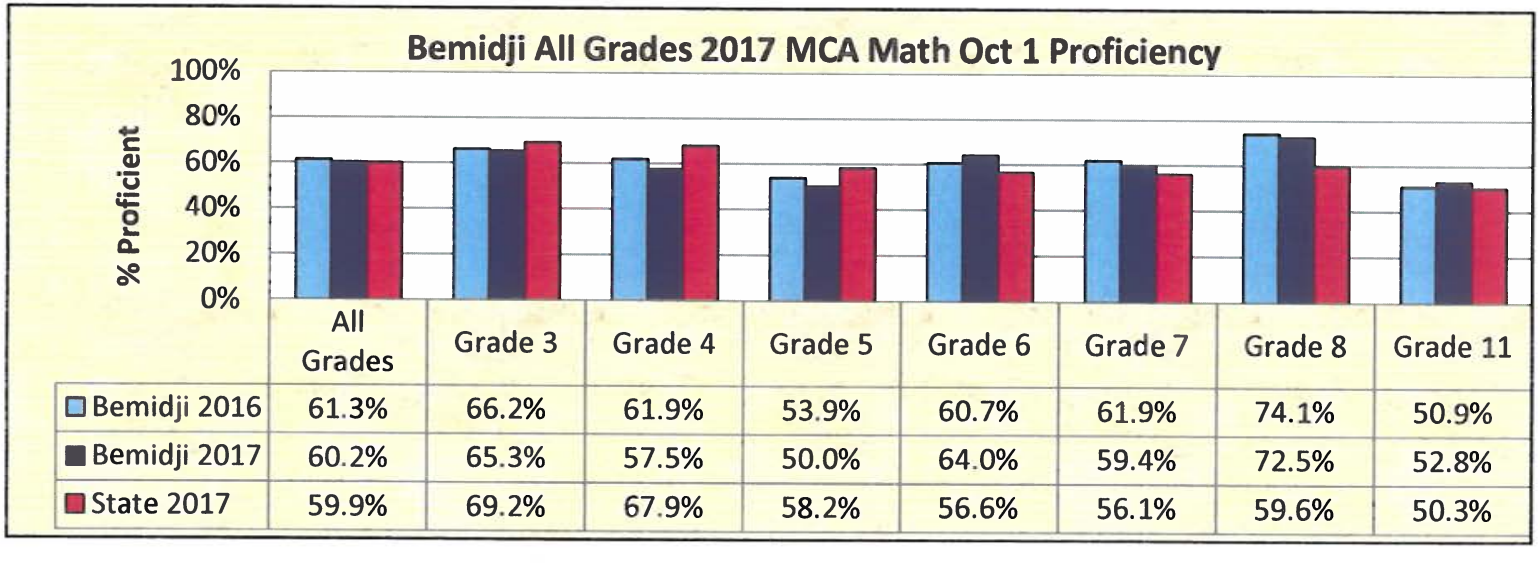



| | All Grades | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 10 |
|---|---|---|---|---|---|---|---|---|
| Bemidji 2016 | 60.7% | 49.6% | 53.1% | 68.1% | 67.4% | 59.7% | 64.7% | 64.3% |
| Bemidji 2017 | 60.8% | 51.7% | 49.6% | 68.9% | 69.3% | 63.5% | 61.9% | 63.6% |
| State 2017 | 61.2% | 57.6% | 57.8% | 68.3% | 64.3% | 58.5% | 59.9% | 62.0% |

## Bemidji 2016-2017 Math MCA Oct 1 SubGroup & Grade Level Proficiency Compared to State 2017

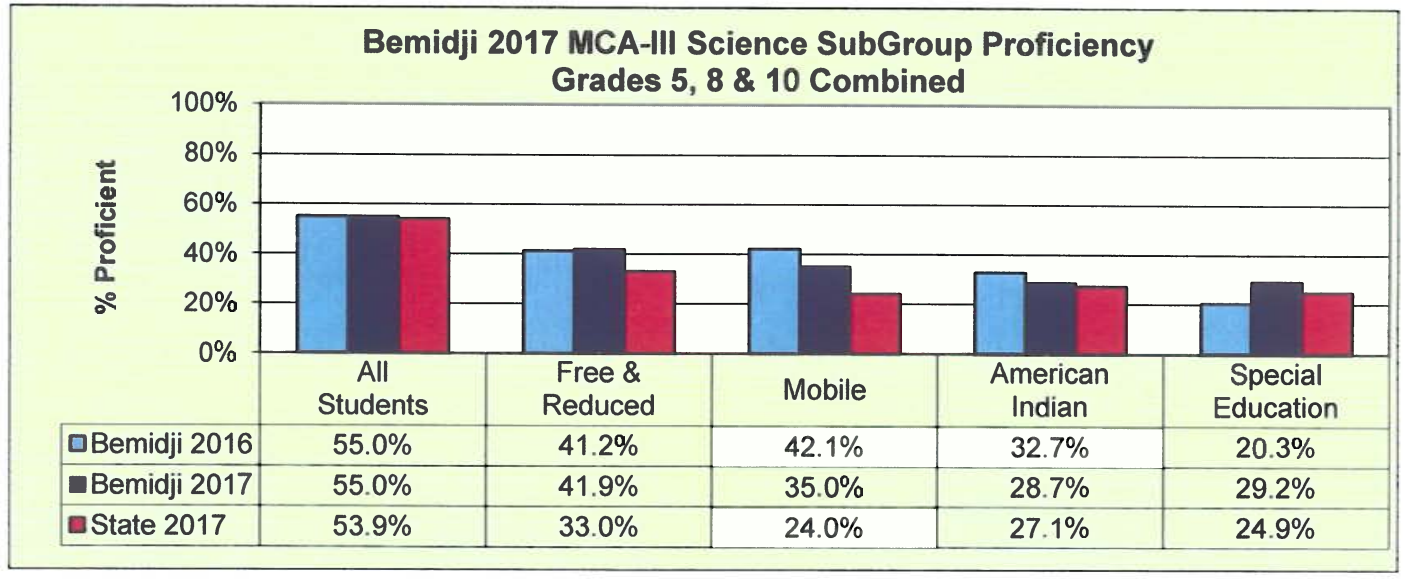



| | All Students | Free & Reduced | Mobile | American Indian | Special Education |
|---|---|---|---|---|---|
| Bemidji 2016 | 61.3% | 48.8% | 30.7% | 41.8% | 29.9% |
| Bemidji 2017 | 60.2% | 46.6% | 36.4% | 39.2% | 31.9% |
| State 2017 | 59.9% | 39.7% | 28.0% | 32.5% | 30.8% |

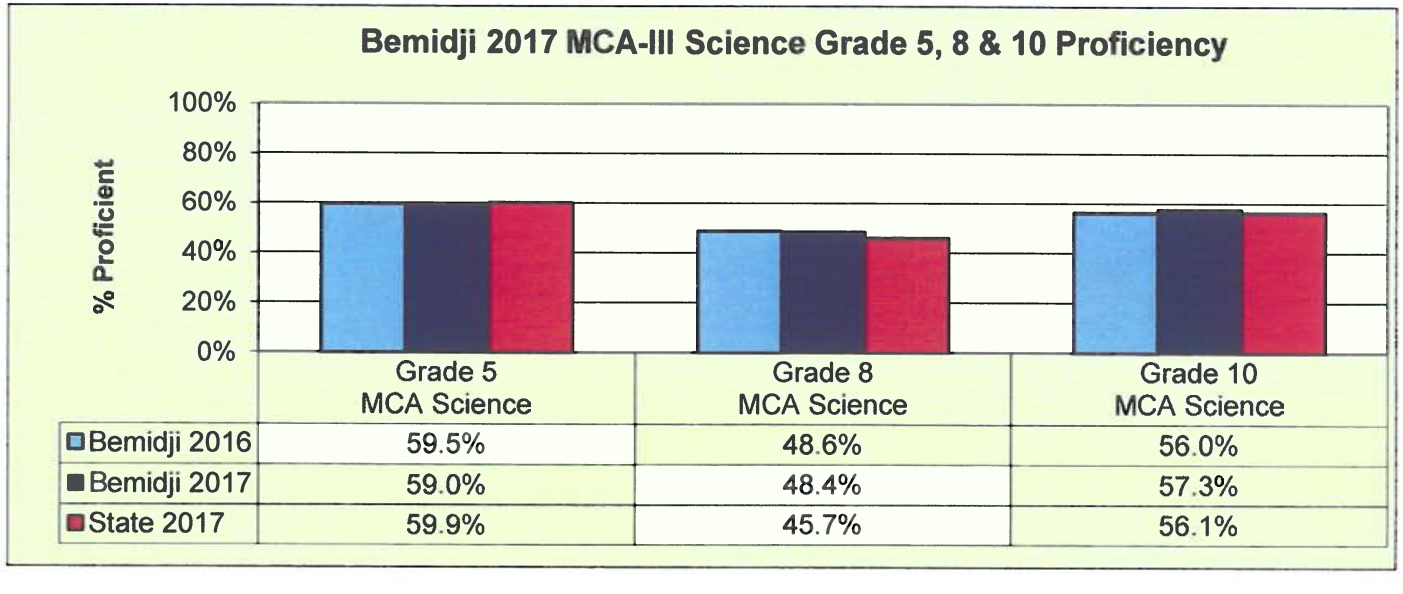



| | All Grades | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 11 |
|---|---|---|---|---|---|---|---|---|
| Bemidji 2016 | 61.3% | 66.2% | 61.9% | 53.9% | 60.7% | 61.9% | 74.1% | 50.9% |
| Bemidji 2017 | 60.2% | 65.3% | 57.5% | 50.0% | 64.0% | 59.4% | 72.5% | 52.8% |
| State 2017 | 59.9% | 69.2% | 67.9% | 58.2% | 56.6% | 56.1% | 59.6% | 50.3% |

## Bemidji 2016-2017 MCA Science SubGroup & Grade Level Proficiency Compared to State 2017



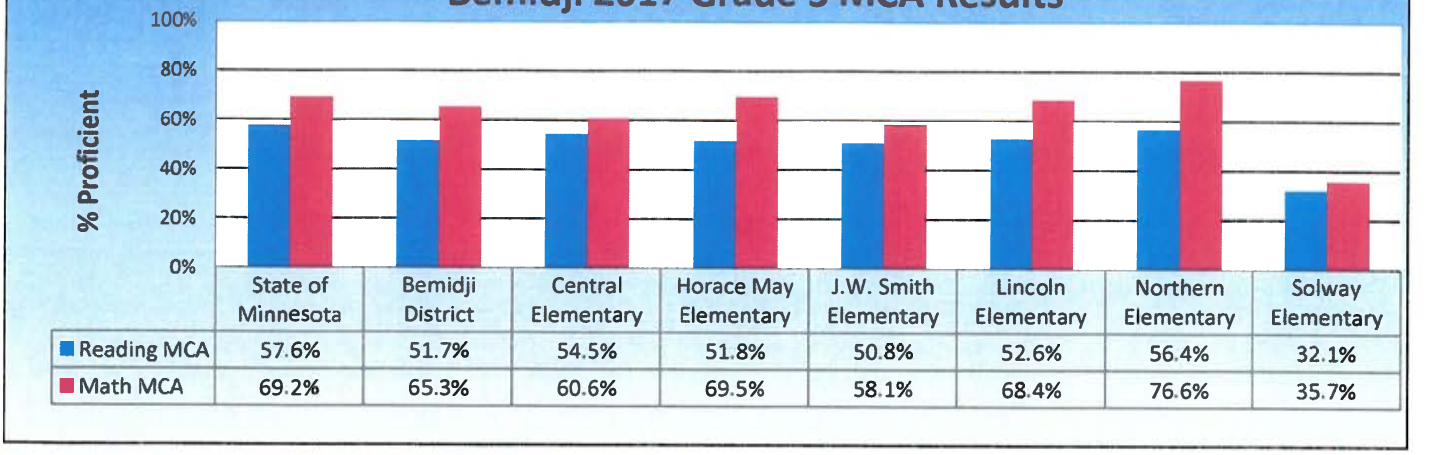

| | All Students | Free & Reduced | Mobile | American Indian | Special Education |
|---|---|---|---|---|---|
| Bemidji 2016 | 55.0% | 41.2% | 42.1% | 32.7% | 20.3% |
| Bemidji 2017 | 55.0% | 41.9% | 35.0% | 28.7% | 29.2% |
| State 2017 | 53.9% | 33.0% | 24.0% | 27.1% | 24.9% |




| | Grade 5 MCA Science | Grade 8 MCA Science | Grade 10 MCA Science |
|---|---|---|---|
| Bemidji 2016 | 59.5% | 48.6% | 56.0% |
| Bemidji 2017 | 59.0% | 48.4% | 57.3% |
| State 2017 | 59.9% | 45.7% | 56.1% |

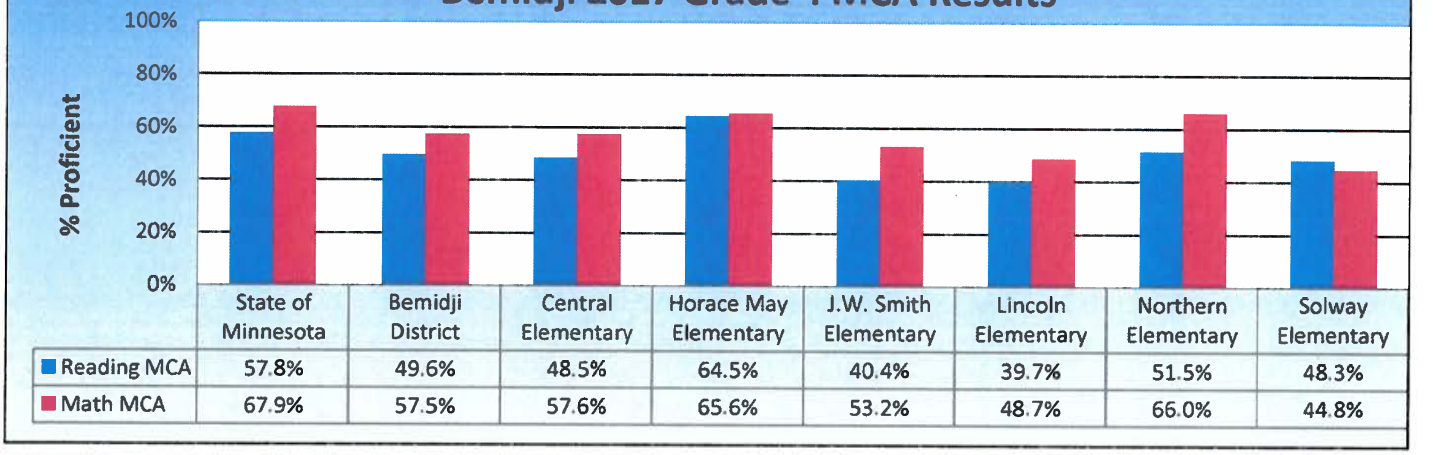
# Bemidji Area Schools 2017 MCAs

## Bemidji 2017 Grade 3 MCA Results



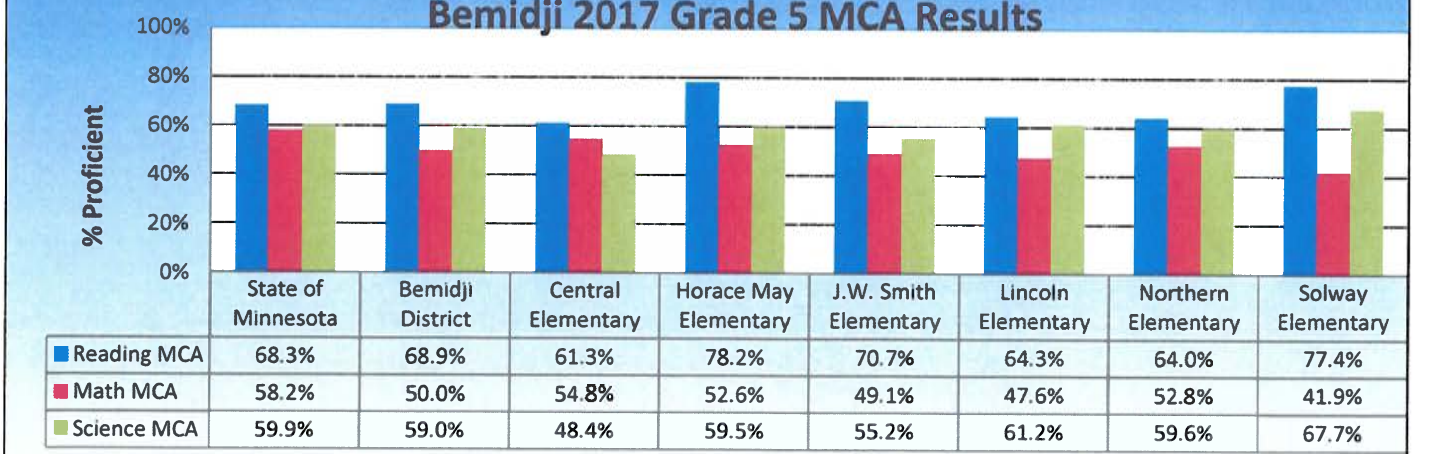

| | State of Minnesota | Bemidji District | Central Elementary | Horace May Elementary | J.W. Smith Elementary | Lincoln Elementary | Northern Elementary | Solway Elementary |
|---|---|---|---|---|---|---|---|---|
| Reading MCA | 57.6% | 51.7% | 54.5% | 51.8% | 50.8% | 52.6% | 56.4% | 32.1% |
| Math MCA | 69.2% | 65.3% | 60.6% | 69.5% | 58.1% | 68.4% | 76.6% | 35.7% |

## Bemidji 2017 Grade 4 MCA Results




| | State of Minnesota | Bemidji District | Central Elementary | Horace May Elementary | J.W. Smith Elementary | Lincoln Elementary | Northern Elementary | Solway Elementary |
|---|---|---|---|---|---|---|---|---|
| Reading MCA | 57.8% | 49.6% | 48.5% | 64.5% | 40.4% | 39.7% | 51.5% | 48.3% |
| Math MCA | 67.9% | 57.5% | 57.6% | 65.6% | 53.2% | 48.7% | 66.0% | 44.8% |

## Bemidji 2017 Grade 5 MCA Results




| | State of Minnesota | Bemidji District | Central Elementary | Horace May Elementary | J.W. Smith Elementary | Lincoln Elementary | Northern Elementary | Solway Elementary |
|---|---|---|---|---|---|---|---|---|
| Reading MCA | 68.3% | 68.9% | 61.3% | 78.2% | 70.7% | 64.3% | 64.0% | 77.4% |
| Math MCA | 58.2% | 50.0% | 54.8% | 52.6% | 49.1% | 47.6% | 52.8% | 41.9% |
| Science MCA | 59.9% | 59.0% | 48.4% | 59.5% | 55.2% | 61.2% | 59.6% | 67.7% |

# 2017-2018 State Test Dates

## Bemidji Area Schools

**ACT Plus Writing** = College & Career Ready test available to all 11th and 12th graders who have not had the opportunity to take ACT in a school setting.

**Other State Tests** = Includes all required state English Language Learner (ACCESS) and Special Education alternative tests (MTAS).

**MCA** = Minnesota Comprehensive Assessments:

**Reading** required for All Students in Grades 3-8 & 10

**Math** required for All Students in Grades 3-8 & 11

**Science** required for All Students in Grades 5, 8 & HS (upon completion of biology)

**MAP** = NWEA Measures of Academic Progress - District computerized tests, Grades K-9, available fall, winter, and spring

**New Primary MAP** replaces AIMSweb or kindergarten and grade 1

| | Date | Test | Grade Level |
|---|---|---|---|
| ACT | February 27, 2018 | ACT Plus Writing (paper) | Available for Grade 11 & 12 students who have not taken ACT in the school setting |
| | March 20, 2018 | ACT Plus Writing Make up (paper) | |
| Other State Tests | Jan 29-Mar 23, 2018 | ACCESS for ELLs (online) | Required all Limited English Proficient students |
| | Mar 5-May 4, 2018 | MTAS Math, Reading & Science | Alternate for Special Education students |
| MCA | Mar 5-May 4, 2018 | MCA Math (online) | All Grades 3-8 & 11students |
| | | MCA Reading (online) | All Grades 3-8 & 10 students |
| | Mar 5-May 11, 2018 | MCA Science (online) | All Grade 5, 8 & HS Biology students |
| MAP | Sep 25-Oct 18, 2017 | MAP Reading and Math | All Grade K-9 students |
| | Jan 8-26, 2018 | MAP Reading and Math | All Grade K & 1 students<br>Available for 2-9 students, *optional* |
| | May 7-31, 2018 | MAP Reading and Math | All Grade K-9 students |

# Bemidji Area Schools 2017-2018 Testing Calendar

**SEPTEMBER 2017**

25 District MAP Reading & Math Online begins for Grades K-9

**OCTOBER 2017**

18 District MAP Reading & Math Online for Grades K-9 end

**JANUARY 2018**

8-26 Winter MAP Reading & Math available for K & 1, *optional for 2-9*

29 ACCESS for ELLs 2.0® and Alternate ACCESS for ELLs® Online begin

**FEBRUARY 2018**

9 District Test Security Training for MCA at District Board Room 1:30-3:00

27 ACT Plus Writing Grades 11 & 12 paper test.

**MARCH 2018**

5 MCA Reading Grades 3–8, 10 and Mathematics Grades 3–8, 11 Online begin
MCA Science Grades 5, 8 & HS Online begin
MTAS Reading, Mathematics, and Science begin

20 ACT Plus Writing Grades 11 & 12 make-up date

23 ACCESS for ELLs 2.0® and Alternate ACCESS for ELLs® Online end

**APRIL 2018**

**MAY 2018**

4 MCA Reading Grades 3–8, 10 and Mathematics Grades 3–8, 11 Online end
MTAS Reading, Mathematics, and Science end

7-31 District MAP Reading & Math Online for Grades K-9

11 MCA Science Grades 5, 8 and High School Online end

# EARLY LEARNING TEST SELECTION — QUICK REFERENCE

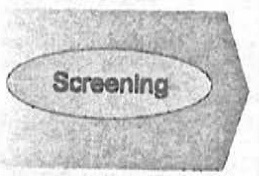
If your school has chosen to implement the tests for early learning grades, you can select from three types:

| | |
|---|---|
| **MAP Growth K-2** | (Formerly "MAP for Primary Grades")<br>Adaptive test to assess **growth** from one term to the next and obtain learning statements to identify what the student is ready to learn |
| **Screening:** | Get **baseline information** for a new student who is in the earliest stages of learning, particularly a kindergarten or pre-K student |
| **Skills Checklist:** | Assess **knowledge of a specific skill** before or after teaching it<br>(38 skills to choose from in mathematics and reading; scored as percent correct) |

## Selecting Which Test to Use

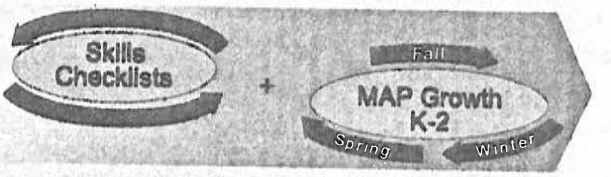
The best test to use changes over time:

**New Kindergartner**



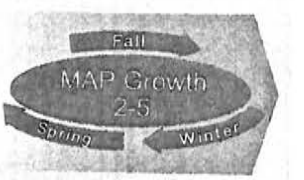

Used early to mid-K to assess foundational skills.

**Repeated Testing Over Time**




Used from K-2, while audio support is needed. Use Skills Checklists at any time, and use MAP Growth K-2 once each term.

**Transition to 2-5**




Begin between grade 2 fall and grade 3 fall.

### Choosing a Screening Test

The Screening tests for early learners can replace many one-on-one manual assessment sessions. There are two choices:

- Screening: Mathematics Early Numeracy, with 35 questions
- Screening: Reading Early Literacy, with 33 questions

Both tests adapt after an initial set of questions to determine the level of difficulty for the next set of questions. For details, see **Screening Test Structure for Early Learners on page 4**.

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## Choosing a Skills Checklist Test

The Skills Checklists follow an overall sequence of academic progression so you can use the assessment most appropriate to each student's abilities. This progression is outlined in the following lists:

- **Skills Checklists for Reading on page 5**
- **Skills Checklists for Mathematics on page 6**

**Relation to Common Core**—If your state standards are based on, or similar to, the Common Core, refer to the following document to see how the Skills Checklists overlap with those standards:

https://www.nwea.org/resources/mpg-skills-checklist-selection-guide/

## Criteria for Transitioning from K-2 to 2-5 Tests

Beyond grade 2, the K-2 test content is no longer appropriate, and students should transition to the 2-5 tests by at least the fall of grade 3. However, you can consider making the transition sooner, based on the following considerations:

1. Can the student interact well with MAP Growth questions?

   You can observe this when the student takes the MAP test warm-up, available from the Join Session page.

2. Can the student read independently?

   During testing, students must read connected text without assistance. Questions on reading and language tests may include passages up to 100 words in length.

3. Has the student been exposed to grade 2 content?

   The test questions assume students have been exposed to some grade 2 content.

4. For details about the transition, see the following document:

   https://www.nwea.org/resources/mpg-map-transition-guidance-document/

5. For details about the MAP Growth test structure, see:

   cdn.nwea.org/state-information/index.html



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# Administering Tests for Early Learners

- Before Testing:
  - Schedule the MAP Growth K-2 testing once per term, within your test window dates.
    (You can administer the Screening and Skills Checklist tests any time as needed.)
  - Verify these tests have the correct grade settings (if not, you cannot assign them).
    Test settings are available under **Modify Preferences > Modify Tests**, if you have the System Administrator or Assessment Coordinator role.
  - Get headphones for each student
  - Help students practice on the computer before testing.
    There are various websites with practice exercises.
- During Testing:
  - Interrupt the MAP Growth K-2 test mid-way.
    After about 25 minutes, use the Pause or Suspend actions to give students a rest.
  - Make sure students close the test.
    After the final message ("Good Job" and dog image appears), students must click the Close (X) button. If they do not, the test remains unfinished and will not provide a final score.
- After Testing:
  - Find MAP Growth K-2 results on most reports
  - For Screening or Skills Checklist results, use the *Screening and Skills Checklist* reports


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# Screening Test Structure for Early Learners

The test adapts after the initial sub-skill section and presents a set of either more or less difficult questions, based on the student's performance to that point:

- If less than 4 correct = less difficult sub-skill section
- If 4 or 5 correct = more difficult sub-skill section

## Mathematics Early Numeracy Test

| Skill | Initial Sub-skill Section | Adaptive Sections | |
|---|---|---|---|
| | | Less Difficult | ...or... More Difficult |
| Counts | Counts 1 to 10 and One-to-One Correspondence for 1 to 10 | Rote Counting – Counts to a Number | One-to-One Correspondence for 11 to 20 |
| Number/Numeral | Identifies Numerals 1 to 10 | Matches Numerals 1 to 10 | Identifies Numerals 11 to 20 |
| Computation | Computes with Manipulatives: Moving Objects | Identifies Numbers of Objects: More/Fewer | Computes with Manipulatives: Numerical Answer |

## Reading Early Literacy Test

| Skill | Initial Sub-skill Section | Adaptive Section | |
|---|---|---|---|
| | | Less Difficult | ...or... More Difficult |
| Phonological Awareness | Rhyming Words | Matching Sounds | Manipulating Sounds |
| Visual Discrimination/Phonics | Letter Identification | Visual Discrimination of Words | Matching Sounds to Letters |
| Concepts of Print | Orientation to the Page | Understanding Pre-Reading Behaviors | Identify Title/Author and Counting Words |


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# Skills Checklists for Reading

| Name of Test | Questions | Content |
|---|---|---|
| Reading Phonological Awareness | 1 familiarization question<br>35 test questions<br>1 reward item | • Rhyming<br>• Identifying Number of Syllables (one, two, and three)<br>• Blending |
| Reading Phoneme Identification | 1 familiarization question<br>44 test questions<br>1 reward item | • Initial Consonants<br>• Final Consonants<br>• Middle Vowels |
| Reading Manipulation of Sounds | 1 familiarization question<br>35 test questions<br>1 reward item | • Blending of Sounds<br>• Substitution of Sounds: Beginning, Middle, and End<br>• Deletion of Sounds |
| Reading Letter Identification | 1 familiarization question<br>52 test questions<br>1 reward item | • Upper Case<br>• Lower Case |
| Reading Matching Letters to Sounds | 1 familiarization question<br>31 test questions<br>1 reward item | • Consonant Sounds<br>• Vowel Sounds |
| Reading Vowel-Digraphs-Diphthongs | 1 familiarization question<br>21 test questions<br>1 reward item | • Digraphs<br>• Diphthongs |
| Reading Syllable Types- CVC-CVCe-R-Controlled | 1 familiarization question<br>14 test questions<br>1 reward item | • CVC<br>• CVCe<br>• R-Controlled |
| Reading Consonant Blends-Digraphs | 1 familiarization question<br>47 test questions<br>1 reward item | • Initial and Final Blends<br>• Initial and Final Digraphs |
| Reading Decoding Multi-Syllable Words | 1 familiarization question<br>30 test questions<br>1 reward item | • Inflectional Endings<br>• Prefixes and Suffixes<br>• Open and Closed/C+le Syllables |
| Reading Decoding Patterns-Word Families | 1 familiarization question<br>18 test questions | • Word Families |


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# Skills Checklists for Mathematics

| Name of Test | Questions | Content |
|---|---|---|
| Math Computation-10 Manipulatives | 1 familiarization question<br>20 test questions<br>1 reward item | Addition: Computation and Story Problems – Using Manipulatives<br>Subtraction: Computation and Story Problems – Using Manipulatives |
| Math Computation-10 Numbers | 1 familiarization question<br>25 test questions<br>1 reward item | Addition:<br>• Two 1-Digit Numbers – Horizontal and Vertical<br>• Three 1-Digit Numbers<br>Subtraction: Two 1-Digit Numbers – Horizontal and Vertical |
| Math Computation-10 Problem Solving | 1 familiarization question<br>10 test questions<br>1 reward item | Addition: Story Problems – Result Unknown<br>Subtraction: Story Problems – Result Unknown |
| Math Computation-20 Manipulatives | 1 familiarization question<br>20 test questions<br>1 reward item | Addition: Story Problems - Using Manipulatives<br>Subtraction: Computation – Using Manipulatives |
| Math Computation-20 Numbers | 1 familiarization question<br>25 test questions<br>1 reward item | Addition:<br>• Two 1-Digit Numbers – Horizontal and Vertical<br>• Three 1-Digit Numbers<br>Subtraction: Two 1-Digit Numbers – Horizontal and Vertical |
| Math Computation-20 Problem Solving | 1 familiarization question<br>10 test questions<br>1 reward item | Addition: Story Problems – Result Unknown<br>Subtraction: Story Problems – Result Unknown |
| Math Computation-100 Manipulatives | 1 familiarization question<br>20 test questions<br>1 reward item | Addition and Subtraction – Using Manipulatives<br>Multiplication – Using Manipulatives<br>Division – Using Manipulatives |
| Math Computation-100 Manipulatives Regroup | 1 familiarization question<br>20 test questions<br>1 reward item | Addition and Subtraction – Using Manipulatives<br>Multiplication – Using Manipulatives<br>Division – Using Manipulatives |


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| Name of Test | Questions | Content |
|---|---|---|
| Math Computation-100 Numbers | 1 familiarization question<br>35 test questions<br>1 reward item | Addition:<br>• 1- or 2-Digit Numbers – Horizontal and Vertical<br>• Multiple 1- and 2-Digit Numbers<br>Subtraction: Two 1- or 2-Digit numbers – Horizontal and Vertical<br>Multiplication: Basic Facts – Horizontal and Vertical |
| Math Computation-100 Numbers Regroup | 1 familiarization question<br>35 test questions<br>1 reward item | Addition:<br>• 1- or 2-Digit Numbers – Horizontal and Vertical<br>• Multiple 1- and 2-Digit Numbers<br>Subtraction: Two 1- or 2-Digit numbers – Horizontal and Vertical<br>Multiplication: 2-Digit Numbers <20 by a 1-Digit Number<br>Division: Basic Facts |
| Math Computation-100 Problem Solving | 1 familiarization question<br>25 test questions<br>1 reward item | Addition:<br>• Story Problems – Result Unknown<br>• Story Problems – Start or Change Unknown<br>• Story Problems – Multiple Numbers<br>Subtraction:<br>• Story Problems – Result Unknown<br>• Story Problems – Start or Change Unknown |
| Math Computation-100 Problem Solving Regroup | 3 familiarization questions<br>35 test questions<br>1 reward item | Addition: Story Problems and Estimation<br>Subtraction: Story Problems and Estimation |
| Math Computation-1000 Manipulatives | 1 familiarization question<br>20 test questions<br>1 reward item | Addition: Using Manipulatives<br>Subtraction: Using Manipulatives<br>Multiplication: Using Manipulatives<br>Division: Using Manipulatives (with remainders) |
| Math Computation-1000 Numbers | 2 familiarization questions<br>20 test questions<br>1 reward item | Addition: Sums to 1000<br>Subtraction: Minuend <1000<br>Multiplication: 2- or 3-Digit Number by a 1- or 2-Digit Number<br>Division: Numbers 100 or Less by a 1- or 2-Digit Number |
| Math Computation-1000 Problem Solving | 3 familiarization questions<br>30 test questions<br>1 reward item | Addition: Story Problems and Estimation<br>Subtraction: Story Problems and Estimation<br>Multiplication: Story Problems<br>Division: Story Problems |


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| Name of Test | Questions | Content |
|---|---|---|
| Math NumberSense-10: Count-Order-PlaceValue | 3 familiarization questions<br>31 test questions<br>1 reward item | Counts to 10 – Forwards and Backwards<br>One-to-One Correspondence<br>Identifies position – First, Last and 1st – 10th<br>Compares Numbers Using Words<br>Groups Objects into 10s |
| Math NumberSense-10: Representation | 3 familiarization questions<br>34 test questions<br>1 reward item | Names Numerals<br>Represents Numerals Correctly<br>Composes and Decomposes Numbers<br>Identifies or Represents Whole, Part of, Half<br>Identifies a Penny, a Nickel, and a Dime<br>Identifies Name of Coin Worth 1¢, 5¢, 10¢ |
| Math NumberSense-20: Count-Order-PlaceValue | 2 familiarization questions<br>24 test questions<br>1 reward item | Counts by 1s, 2s, and 5s<br>Counts Backwards<br>Counts on from Any Number by 1s<br>One-to-One Correspondence<br>Groups Objects into 10s and 1s |
| Math NumberSense-20: Ordering | 1 familiarization question<br>30 test questions<br>1 reward item | Identifies Position: 11th to 20th<br>Compares Numbers 1 to 20 Using Words<br>Identifies Number 1 More or Less Than a Given Number<br>Identifies Numbers Between Two Given Numbers<br>Compares the Value of One Coin to Another: Penny, Nickel, Dime |
| Math NumberSense-20: Representation | 3 familiarization questions<br>34 test questions<br>1 reward item | Identifies Numerals and Represents Numbers<br>Composes and Decomposes Numbers<br>Identifies Multiple Ways of Representing Numbers<br>Identifies or Represents Fractions: Fourths |
| Math NumberSense-100: Counting | 1 familiarization question<br>21 test questions<br>1 reward item | Counts on by 1s, 2s, 5s, and 10s<br>Counts by 10s to 100 |
| Math NumberSense-100: Ordering | 1 familiarization question<br>25 test questions<br>1 reward item | Compares Numbers<br>Identifies Numbers 1 Greater Than and Less Than a Given Number<br>Identifies Numbers Between Two Given Numbers<br>Orders and Compares the Value of Coins |



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| Name of Test | Questions | Content |
|---|---|---|
| Math NumberSense-100: Place Value | 1 familiarization question | Identifies Standard Form Name |
| | 20 test questions | Identifies Number of sets given pictures |
| | 1 reward item | Identifies number of sets given numbers |
| | | Reorganizes groups of 10s and 1s |
| Math NumberSense-100: Representation | 2 familiarization questions | Identifies numerals |
| | 35 test questions | Represents numbers |
| | 1 reward item | Composes and Decomposes numbers |
| | | Identifies multiples ways of representing numbers |
| | | Fractions: thirds |
| | | Money |
| Math NumberSense-1000: Counting | 1 familiarization question | Counts by 3s |
| | 24 test questions | Counts on by 2s and 5s |
| | 1 reward item | Counts by 10s and 100s from numbers ≤100 and ≥100 |
| | | Counts by 10s from any multiple of 10 |
| | | Counts on by 10s from any number |
| Math NumberSense-1000: Ordering | 1 familiarization question | Compares numbers using words and symbols |
| | 35 test questions | Identifies number 10 less or more than a given number |
| | 1 reward item | Identifies number 100 less or more than a given number |
| | | Identifies numbers between two given numbers |
| Math NumberSense-1000: Place Value | 2 familiarization questions | Groups objects into 100s, 10s, and 1s |
| | 20 test questions | Identifies the number of 100s, 10s, and 1s in a number |
| | 1 reward item | Identifies the standard form of a number from expanded form |
| | | Identifies multiples ways of showing the same number using place value |
| Math NumberSense-1000: Representation | 3 familiarization questions | Identifies numerals |
| | 30 test questions | Represents numbers |
| | 1 reward item | Composes and decomposes |
| | | Identifies multiple ways of representing numbers |
| | | Fractions: eighths |
| | | Money |

# Common Core MAP for Primary Grades (MPG) Assessment Content

*Reading & Mathematics, K – 2*

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**MAP® for Primary Grades (MPG) is not a single assessment, but a suite that comes with three computer-based assessment components:**

- Screening
- Skills Checklists
- Survey with Goals

Survey with Goals (adaptive, appropriate for universal screening and growth measurement) is the central component, which can be supplemented with use of the Screening tests and Skills Checklists to dig more deeply into foundational skills throughout the year.

The **Screening** assessments provide baseline information for new students in the earliest stages of learning (e.g. in Kindergarten).

The **Skills Checklist** assessments provide information about specific skills and concepts (e.g. phonological awareness, phonics and concepts of print within reading and number sense and computation within mathematics). They can be administered as many times as necessary during the school year, at the teacher's discretion. For instance, they can be used in between growth assessments to determine which skills require the greatest focus.

Just like the Survey with Goals assessment within MAP, **Survey with Goals** within MPG is recognized by the National Center for RTI as a universal screening tool. It adapts to the level of difficulty appropriate for each student, and is designed to be administered three times a year (fall, winter, spring). It provides growth data (using the stable RIT scale to track growth within and across grades), and a Lexile® range for reading. Teachers use this adaptive assessment to identify skills most appropriate for instruction based on each student's performance, regardless of whether the student is at, above, or below grade level. The key content areas covered are:

**Literacy**
Phonological Awareness
Phonics
Concepts of Print
Vocabulary and Word Structure
Comprehension
Writing

**Mathematics**
Problem Solving
Number Sense
Computation
Measurement and Geometry
Statistics and Probability
Algebra

Following is a breakdown of the skills assessed in each of these three MAP for Primary Grades assessments.

## Screening

*There are two screening assessments: one for early literacy and another for mathematics. The numbers in parentheses represent the number of items on each assessment.*

### Early Literacy (33 items)

**Phonological Awareness**
Matching Sounds
Rhyming
Manipulating Sounds

**Visual Discrimination/Phonics**
Visual Discrimination
Letter Identifications
Matching Sounds to Letters

**Concepts of Print**
Understanding Pre-Reading Behaviors
Orientation to the Page
Identify Title/Author
Counting Words

### Early Numeracy (34 items)

**Number Sense**
Rote Counting - Counts to a Number
One-to-One Correspondence 1-10, 11-20
Matches and Identifies Numerals 1-10, 11-20
Identifies Numbers of Objects - More/Fewer

**Computation**
Computes with Manipulatives - Moving Objects
Computes with Manipulatives - Numerical Answer

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# Skills Checklists

*There is an individual assessment for each skill area (each identified by a separate box below). The numbers in parentheses represent the number of items on each assessment.*

## Reading

### Phonological Awareness (37)
Rhyming
Identifying Number of Syllables (one, two, and three)
Blending

### Letter Identification (54)
Upper Case and Lower Case

### Phonemic Awareness: Phoneme Identification (46)
Initial and Final Consonants
Middle Vowels

### Phonemic Awareness: Manipulation of Sounds (37)
Blending of Sounds
Substitution of Sounds: Beginning, Middle, and End
Deletion of Sounds

### Phonics: Matching Letters to Sounds (33)
Consonant and Vowel Sounds

### Syllable Types: Vowel, Digraphs/Diphthongs (23)
Digraphs and Diphthongs

### Syllable Types: CVC, CVCe, R-Controlled (16)
CVC and CVCe
R-Controlled

### Decoding Consonant Blends/Digraphs (49)
Initial and Final Blends
Initial and Final Digraphs

### Decoding: Spelling Patterns/Word Families (20)
Word Families

### Decoding: Multi-Syllable Words, Affixes, Open/C+le (33)
Inflectional Endings
Prefixes and Sufixes
Open and Closed/C+le Syllables

## Mathematics

### Number Sense to 10 - Counting, Ordering, Place Value (35)
Counts to 10 - forwards and backwards
One-to-one correspondence
Identifies position - first, last and 1st -10th
Compares numbers using words
Groups objects into 10s

### Number Sense to 10 - Identifying/Representing (38)
Names numerals
Represents numerals correctly
Composes and decomposes numbers
Identifies or represents whole, part of, half
Identifies a penny, a nickel, and a dime
Identifies name of coin worth 1¢, 5¢, 10¢

### Number Sense to 20 - Counting, Place Value (27)
Counts by 1s, 2s, and 5s
Counts backwards
Counts on from any number by 1s
One-to-one correspondence
Groups objects into 10s and 1s

### Number Sense to 20 - Ordering (32)
Identifies position - 11th to 20th
Compares numbers 1-20 using words
Identifies number 1 more/less than a given number
Identifies numbers between two given numbers
Compares the value of one coin to another - penny, nickel, dime

### Number Sense to 100 - Counting (23)
Counts on by 1s, 2s, 5s, and 10s
Counts by 10s to 100

### Number Sense to 100 - Identifying/Representing (38)
Identifies numerals and represents numbers
Composes and decomposes numbers
Identifies multiple ways of representing numbers
Fractions - thirds
Money

### Number Sense to 100 - Ordering (27)
Compares numbers
Identifies number 1 > and < a given number
Identifies numbers between two given numbers
Orders and compares the value of coins

### Number Sense to 100 - Place Value (22)
Identifies standard form name
Identifies number of sets given pictures
Identifies number of sets given numbers
Reorganizes groups of 10s and 1s

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### Number Sense to 1000 - Counting (26)
Counts by 3s
Counts on by 2s and 5s
Counts by 10s and 100s from numbers < 100 and > 100
Counts by 10s from any multiple of 10
Counts on by 10s from any number

### Number Sense to 1000 - Identifying/Representing (34)
Identifies numerals and represents numbers
Composes and decomposes
Multiple ways of representing numbers
Fractions - eighths
Money

### Number Sense to 20 - Identifying/Representing (38)
Identifies numerals and represents numbers
Composes and decomposes numbers
Identifies multiple ways of representing numbers
Identifies or represents 1/4, 2/4, 3/4, 4/4

### Number Sense to 1000 - Ordering (37)
Compares numbers using words and symbols
Identifies number 10 less/more than a given number
Identifies number 100 less/more than a given number
Identifies numbers between two given numbers

### Number Sense to 1000 - Place Value (23)
Groups objects into 100s, 10s, and 1s
Identifies the number of 100s, 10s, and 1s in a number
Identifies the standard form of a number from expanded form
Identifies multiple ways of showing the same number using place value

### Computation to 10 - Using Manipulatives (22)
Addition: Computation and story problems - using manipulatives
Subtraction: Computation and story problems - using manipulatives

### Computation to 10 - Using Numbers (27)
Addition - two 1-digit numbers - horizontal and vertical
Addition - three 1-digit numbers
Subtraction - two 1-digit numbers- horizontal and vertical

### Computation to 10 - Problem Solving (12)
Addition: story problems
Subtraction: story problems

### Computation to 20 - Using Manipulatives (22)
Addition: Computation and story problems - using manipulatives
Subtraction: Computation and story problems - using manipulatives

### Computation to 20 - Using Numbers (27)
Addition - two 1-digit numbers - horizontal and vertical
Addition - three 1-digit numbers
Subtraction - two 1-digit numbers- horizontal and vertical

### Computation to 20 - Problem Solving (12)
Addition: story problems
Subtraction: story problems

### Computation to 100 - No Regrouping - Using Manipulatives (22)
Addition and Subtraction - using manipulatives
Multiplication - using manipulatives
Division - using manipulatives

### Computation to 100 - No Regrouping - Using Numbers (37)
Addition - 1- or 2-digit numbers - horizontal/vertical
Addition - multiple 1- and 2-digit numbers
Subtraction - two 1- or 2-digit numbers - horizontal/vertical
Multiplication - basic facts - horizontal/vertical

### Computation to 100 - No Regrouping - Problem Solving (27)
Addition: story problems
Subtraction: story problems

### Computation to 100 - w/Regrouping - Using Manipulatives (22)
Addition and Subtraction - using manipulatives
Multiplication - using manipulatives
Division - using manipulatives

### Computation to 100 - w/Regrouping - Using Numbers (37)
Addition - two 1- or 2- digit numbers - horizontal and vertical
Addition - multiple 1- and 2- digit numbers
Subtraction - two 1- or 2- digit numbers - horizontal and vertical
Multiplication - 2- digit numbers <20 by a 1-digit number
Division - basic facts

### Computation to 100 - w/Regrouping - Plm. Solving/Estim. (39)
Addition: story problems and estimation
Subtraction: story problems and estimation

### Computation to 1000 - Using Manipulatives (22)
Addition, Subtraction, and Multiplication - using manipulatives
Division - using manipulatives (with remainders)

### Computation to 1000 - Using Numbers (23)
Addition - sums to 1000
Subtraction - minuend < 1000
Multiplication - 2- or 3-digit number by a 1- or 2-digit number
Division - numbers 100 or less by a 1- or 2-digit number

### Computation to 1000 - Problem Solving and Estimation (34)
Addition: story problems and estimation
Subtraction: story problems and estimation
Multiplication: story problems
Division: story problem

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# Survey with Goals (Adaptive)

*Survey with Goals is a single assessment in each subject, Reading and Mathematics. There are 48-56 items in each subject that count toward the student's score (8-14 items per goal area), plus several field test items that do not count toward the score. Each green box represents a goal area, as well as the respective sub-goals.*

## Reading

### Foundational Skills
Phonics and Word Recognition
Phonological Awareness
Print Concepts

### Language and Writing
Capitalize, Spell, Punctuate
Language: Grammar, Usage
Writing: Purposes: Plan, Develop, Edit

### Literature and Informational
Informational Text: Key Ideas, Details, Craft, Structure
Literature: Key Ideas, Craft, Structure

### Vocabulary Use and Functions
Language: Context Clues and References
Vocabulary Acquisition and Use

## Mathematics

### Operations and Algebraic Thinking
Represent and Solve Problems
Properties of Operations

### Number and Operations
Understand Place Value, Counting, and Cardinality
Number and Operations: Base Ten and Fractions

### Measurement and Data
Solve Problems Involving Measurement
Represent and Interpret Data

### Geometry
Reason with Shapes and Their Attributes

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# 2017-2018 Primary MAP

Primary MAP can be used for students in K-2. As we transition from AIMSweb to Primary MAP for kindergarten and grade 1, the District Assessment Committee will make decisions about which tests are most useful. Please share your ideas with your principal and Kathy Palm, so we can determine the most useful assessments. Feel free to use any skills tests individually or in groups as often as you like. These are diagnostic tests that can be used for Progress Monitoring.

**To meet the Read Well by Third Grade requirement, Bemidji Area Schools will use the following Primary MAP assessments** (Listed on the MDE Read Well by Third Grade Data Entry Site.) **for kindergarten and grade 1:**

- Early Literacy Screening – to measure Concepts of Print – for kindergarten in the fall only instead of the Survey with Goals
- Letter Identification Skills Checklist – to measure Letter Naming
- Manipulation of Sounds Checklist – to measure Phonemic Awareness
- Matching Letters to Sounds Skills Checklist – to measure Letter Sound Correspondence
- Survey with Goals (MAP) – to measure Multiple Measures

**For Primary MAP Mathematics, Bemidji Area Schools will use the following assessments for kindergarten and grade 1:** (The math skills tests may be changed if we find other Primary MAP skills tests that better meet our needs. Please share your ideas.)

<u>Kindergarten</u>

- Math Number Sense-10: Count-Order-Place Value
- Math Number Sense-10: Representation
- Math Number Sense-20: Count-Order-Place Value
- Math Computation-10: Numbers
- Math Survey with Goals (MAP) – to measure Multiple Measures

<u>Grade 1</u>

- Math Number Sense-20: Count-order-Place Value
- Math Number Sense-20: Ordering
- Math Number Sense-20: Representation
- Math Computation-20: Numbers
- Math Survey with Goals (MAP) – to measure Multiple Measures

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## KEYNOTE SPEAKERS

Calvin Terrell

Gloria Ladson Billings

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**WEDNESDAY, October 4**
**2017 Administrative Academy**
MAASFEP is teaming with MDE to provide a day of intensive training for administrators of federal programs recently reauthorized under the Every Student Succeeds Act (ESSA). With all of the changes, one thing is certain: purposeful coordination and alignment of services and supports to ensure positive outcomes for students requires informed and thoughtful leadership.

**THURSDAY, October 5**
**Keynote Speaker: Calvin Terrell**
For the past 18 years, Calvin has lectured, trained, and led comprehensive workshops for valuing diversity, equity, and justice building in schools, corporations, and civic organizations for thousands of adults, children, and youth throughout the United States.

**FRIDAY, October 6**
**Keynote Speaker: Gloria Ladson Billings**
The 2005--2006 president of the American Educational Research Association.Ladson-Billings' research examines the pedagogical practices of teachers who are successful with African American students. She also investigates Critical Race Theory applications to education.

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