

HCPSS Assessment Program

Measuring What Matters

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Assessment Alignment



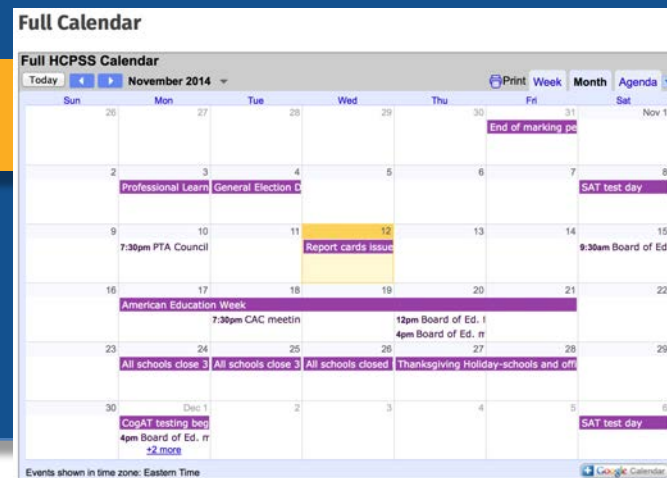
Assessments

- Measures of Academic Progress (MAP)
- Cognitive Abilities Test (CogAT)
- Partnership for Assessment of Readiness for College and Careers (PARCC)
- High School Assessments (HSA)
- PSAT, SAT
- ACT



Testing Windows

- Found on HCPSS calendar
 - Online typically requires 4-6 week window
 - Paper limited to 2 week window
- Individual students only test a few days within the window
- Schools select days





Elementary & Middle

CogAT

- Students
 - Grade 3 & 5
- Administration
 - Early December
 - Paper booklets
- Purpose
 - Identification for Gifted and Talented classes
 - Determine student aptitude

Abilities	Age Scores			APR Graph				
		Age Stanine	Age Percentile Rank	1	25	50	75	99
Verbal			71					
Quantitative			97					
Nonverbal			65					
Composite (VQN)			87					

Abilities	Raw Scores			Grade Scores		Local Scores	
	Number of Items	Number Att.	Number Correct	Grade Stanine	Grade Percentile Rank		Local Percentile Rank
Verbal	64	64	35		61		55
Quantitative	52	52	39		95		90
Nonverbal	60	60	29		56		47
Composite (VQN)					80		73

CogAT Verbal Battery

Text/Standard Format (Levels 9-17/18)

VERBAL BATTERY	Picture/Verbal Analogies	<p>TV → watch : newspaper →</p> <p>J deliver K comics L read M magazine N listen</p>
	Sentence Completion	<p>The fastest runner _____ the race.</p> <p>A loses B wins C watches D starts E makes</p>
	Picture/Verbal Classification	<p>apple orange pear</p> <p>A fruit B carrot C pea D lemon E onion</p>


















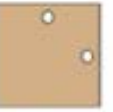








CogAT Quantitative Battery

Text/Standard Format (Levels 9-17/18)

QUANTITATIVE BATTERY	Number Analogies	$[1 \rightarrow 2]$ $[3 \rightarrow 4]$ $[5 \rightarrow ?]$ A 2 B 4 C 6 D 8 E 12
	Number Puzzles	<div>? = 2 + 3</div> A 2 B 3 C 4 D 5 E 6
	Number Series	1 2 4 5 7 8 → A 7 B 8 C 9 D 10 E 11

CogAT Nonverbal Battery

Text/Standard Format (Levels 9-17/18)

NONVERBAL BATTERY	Figure Matrices	<div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div><div></div></div></div>
Paper Folding	<div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div></div>	
Figure Classification	<div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div></div>	

CogAT & GT

6th Grade Eligibility Ranges

- Math: Quantitative-Nonverbal Composite (QN)
 - 92nd-99th percentile GPR
- English: Verbal
 - 90th-99th percentile GPR
- Social Studies: Verbal-Nonverbal Composite (VN)
 - 90th-99th percentile GPR
- Science: Verbal-Quantitative-Nonverbal Composite (VQN)
 - 91st-99th percentile GPR

CogAT®

MAP

- Students
 - Grades 1-8
- Administration
 - Fall, Winter, Spring
 - Online, Adaptive
- Purpose
 - Monitor student growth over time
 - Inform classroom instruction
 - Determine college and career readiness progress



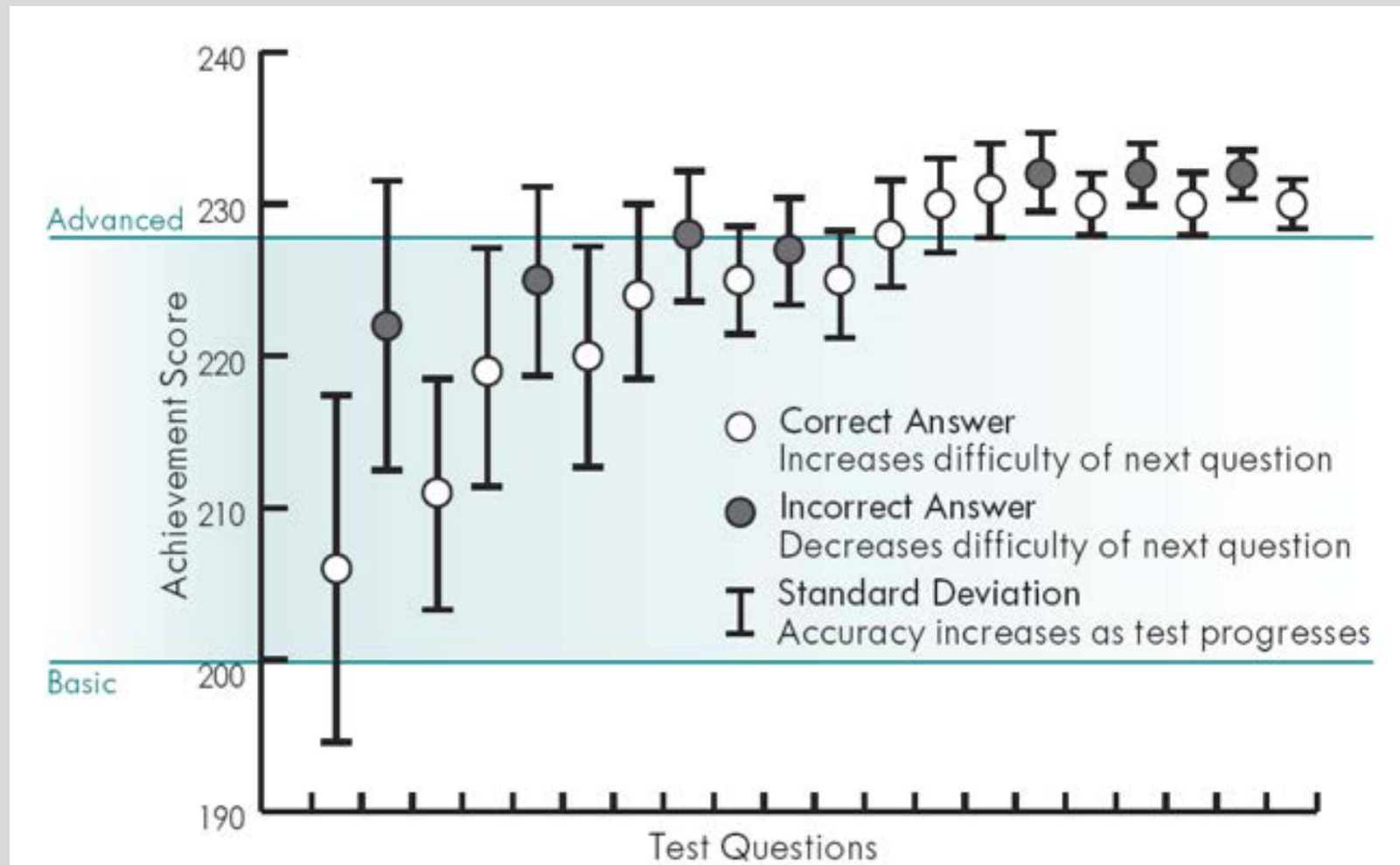
MAP – RIT Score

- RIT stands for Rasch unit
- Equal-interval scale
- Measures growth over time
- Independent of grade level
 - “A RIT is a RIT is a RIT”
- Fall, Winter (optional), Spring



MAP - Adaptive

First question is at the median level for that particular grade. As the test progresses, it will get better at identifying the appropriate level for each student.

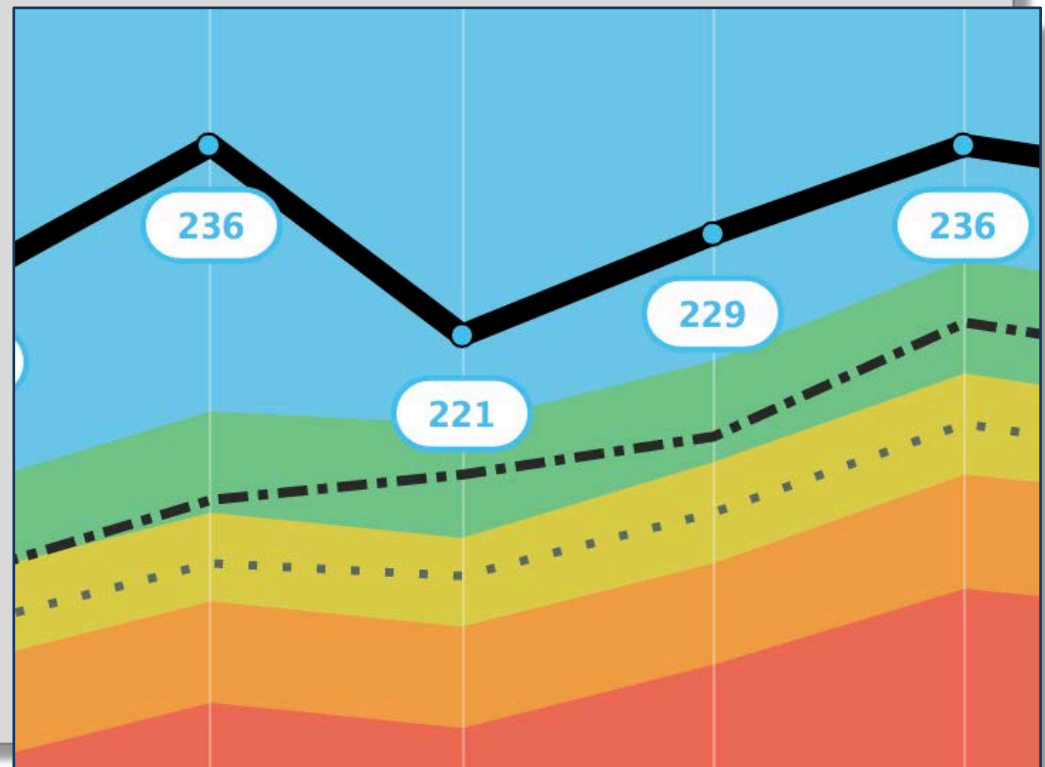


MAP – Test Types

- MAP Primary Grades (MPG), 2-5, and 6+
- 5th grade G/T and Above Grade Level

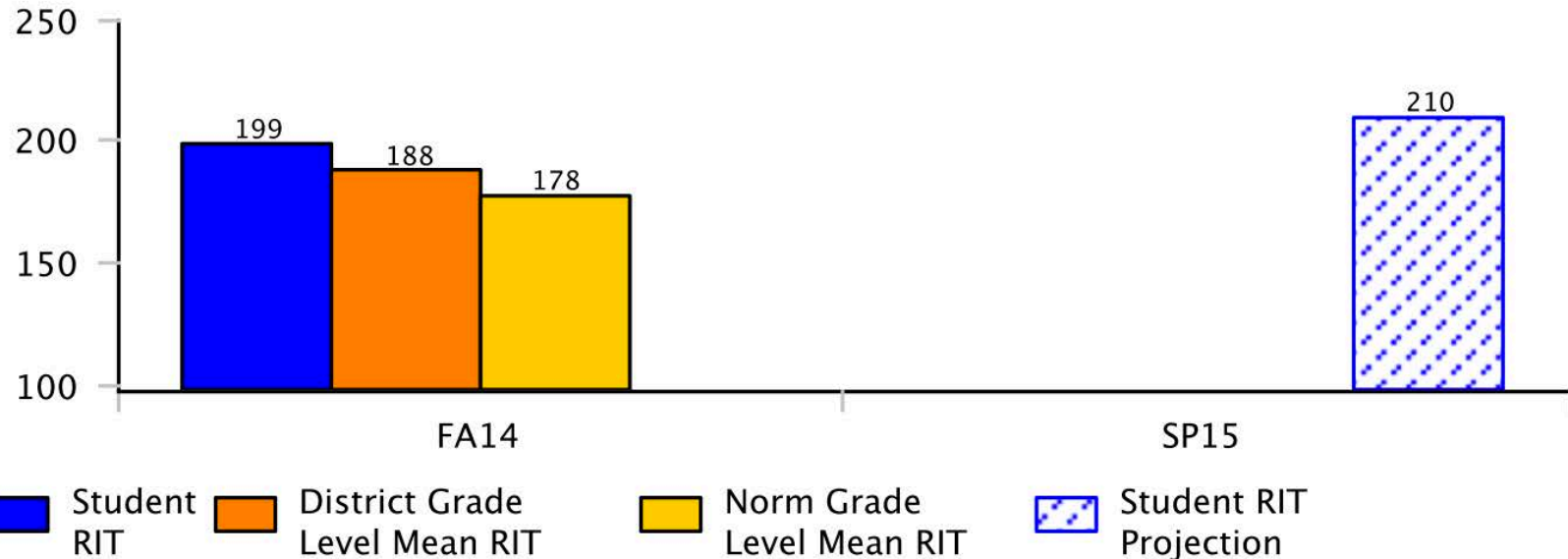
Math take 6+

- RIT dip can occur when students transition to higher tests



MAP – Reports

Mathematics



Mathematics Goals Performance - Fall 2014-2015

Operations and Algebraic Thinking
Measurement and Data

High
High

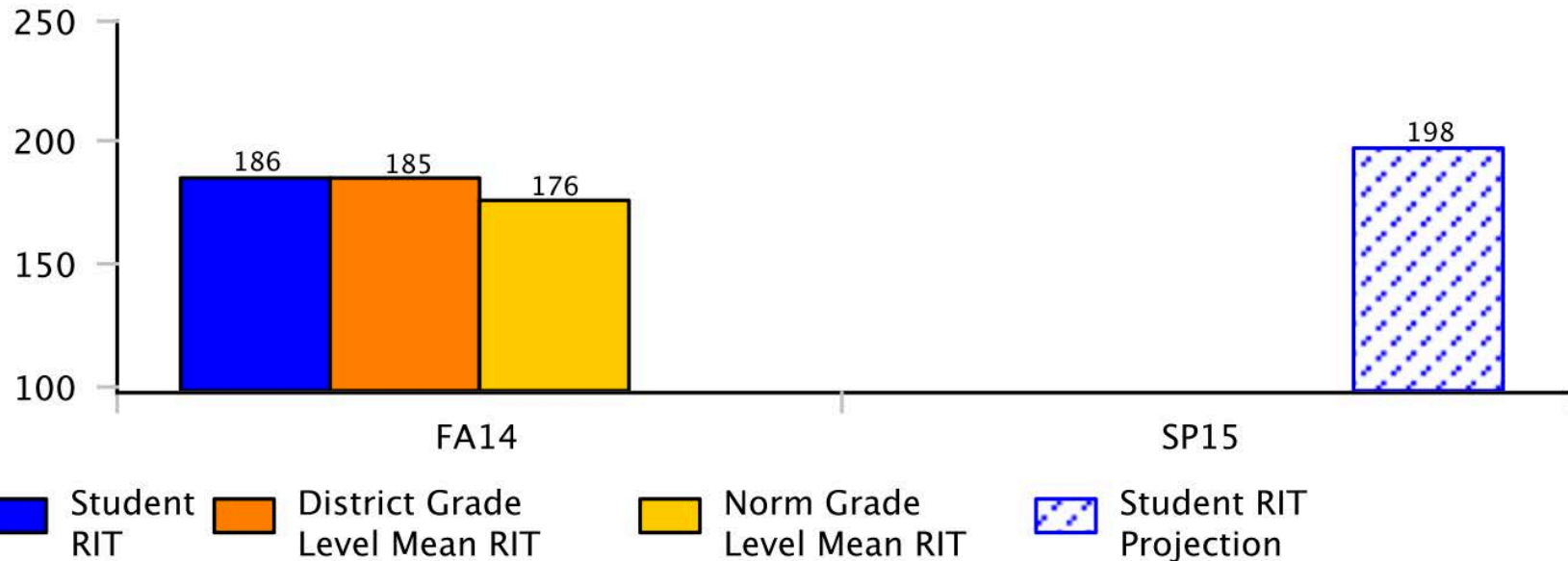
Number and Operations
Geometry

High
HiAvg

RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
196-199-202			92-95-97

MAP – Reports

Reading



Reading Goals Performance - Fall 2014-2015

Literature Vocabulary Acquisition and Use Lexile® Range 249-399L High HiAvg Informational Text HiAvg

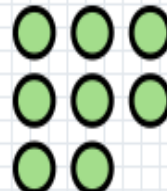
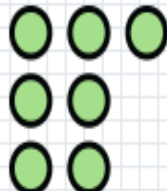
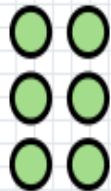
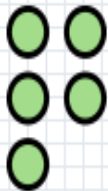
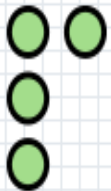
RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
183-186-189			68-74-80

MAP for Primary Grades Example

Sample MAP® for Primary Grades Test: Short Mix



There are 4 circles in the box. Click on the group of circles that will make a total of 10 circles in the box.

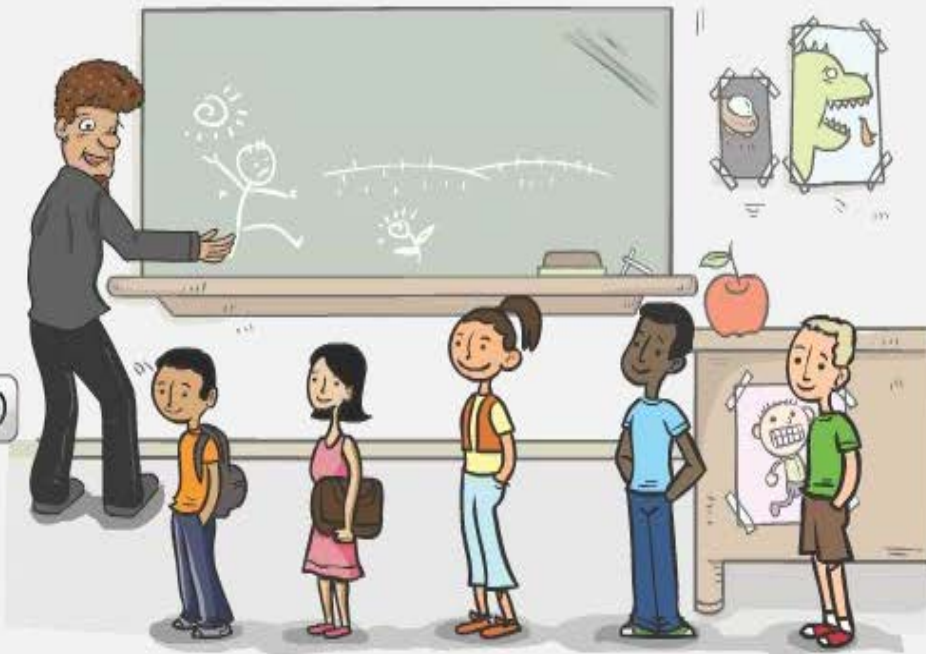


MAP for Primary Grades Example

Sample MAP® for Primary Grades Test: Reading



Click on all of the words about school teachers.



helps kids learn

drives an ambulance

reads stories

works with students

Grades 2-5 Examples

Read the passage.

The Tallest Animal

Giraffes are the tallest animals on Earth. They have long necks and long legs. Their necks allow them to reach high above the trees. Giraffes are plant eaters. Their favorite meal is the leaves from the acacia tree.

Giraffes live in Africa. They live in herds. With their heads so high, they can look out for lions. Lions are dangerous to giraffes. When a herd sees a lion, they run away quickly. Giraffes can run about 30 miles per hour!

Why did the author write this passage?

1. to give facts about giraffes
2. to describe where giraffes live
3. to tell a story about giraffes and lions
4. to explain why giraffes have long necks

Grades 2-5 Examples

Read the two paragraphs.

Alex's paragraph

Swimming is very fun. It is easy to learn to swim. My favorite place to swim is the lake near my home. I do not like swimming in pools. Pools are too crowded.

Karl's paragraph

Swimming is hard work. It took me all summer to learn to swim. But I am glad I learned. I like going to the pool to swim. I have fun swimming with my friends at the pool.

Alex and Karl agree on some things about swimming. They disagree on other things. Drag the sentence that shows that Alex and Karl agree to the box on the left. Then, drag the sentence that shows that Alex and Karl disagree to the box on the right.

Agree

Disagree

Swimming is a sport.

It is fun to swim.

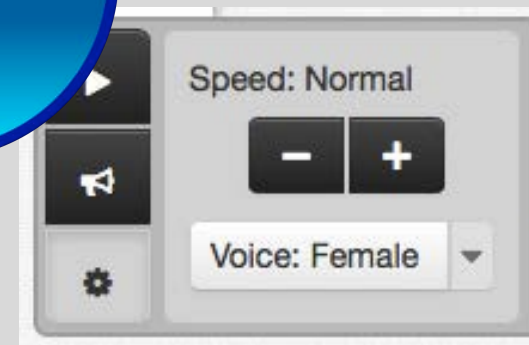
Everyone should learn to swim.

Pools are the best place to swim.

Swimming with friends is the best.

PARCC

- Students
 - Grade 3-11
- Administration
 - Spring
 - Online
- Purpose
 - Measure a students yearly progress towards college and career readiness
 - Accountability for district, school and state programs



Changes in Assessment Design

TESTING THEN

- ❑ Multiple Choice
- ❑ Memorization
- ❑ Information Without Context



TESTING NOW

- ❑ Read, Write, Reflect
- ❑ Analyze, Show Results
- ❑ Information in Real-World Context



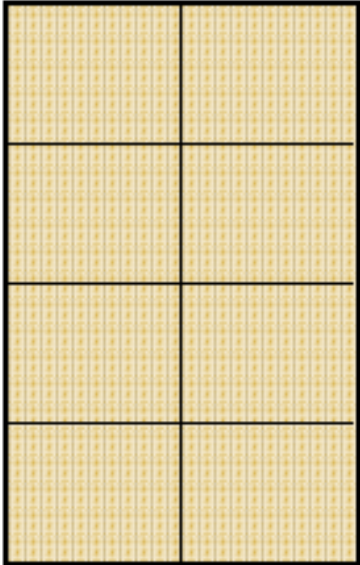
Math: Grade 3 Sample Item




SAMPLE ITEM

Part A
A farmer plants $\frac{3}{4}$ of the field with soybeans.
Drag the soybean to the field as many times as needed to show the fraction of the field that is planted with soybeans.

Farmer's Field






Soybean

- This is a fairly traditional fraction task in a computer-based setting.
- Unlike traditional multiple choice, it is difficult to guess the correct answer or use a choice elimination strategy and there is more than one correct solution.
- Unlike paper and pencil tests, students can create a visual representation even though the task is scored automatically.

Math: Grade 3 Sample Item



SAMPLE ITEM

Part B
Type a fraction different than $\frac{3}{4}$ in the boxes that also represents the fractional part of the farmer's field that is planted with soybeans.

$$\frac{\boxed{3}}{\boxed{4}} = \frac{\boxed{}}{\boxed{}}$$

Farmer's Field

[Reset](#)

Explain why the two fractions above are equal.

- Second part of multi-step problem, and, unlike traditional multiple choice, it is difficult to guess the correct answer or use a choice elimination strategy.

Math: High School Sample Item





- Item has two possible solutions
- Students have to recognize the nature of the equation to know how to solve
- Technology prevents guessing and working backward

Solve the following equation:

$$(3x - 2)^2 = 6x - 4.$$

When you are finished, enter the solution(s) below.

Solution 1:

Click  to enter another solution or click .

ELA/Literacy: Grade 7 Sample Item



- Students read the text that introduces the topic
- Items are designed to help students gather information from the texts to lead to the final writing prompt
- Items require different types of responses to allow students to demonstrate a command of evidence with complex texts

SAMPLE ITEM

Student Directions

Based on the information in the text “Biography of Amelia Earhart,” write an essay that summarizes and explains the challenges Earhart faced throughout her life.

Remember to use textual evidence to support your ideas.

Answer:

Font Size... ▾ Font Family. ▾ **B** *I* U [List Icon] [List Icon] [List Icon] [List Icon] [List Icon] [List Icon] x_2 x^2 [Emoji Icon]

ELA/Literacy: Grade 7 Sample Item



SAMPLE ITEM

Below are three claims that one could make based on the article “Earhart’s Final Resting Place Believed Found.”

Claims	Earhart and Noonan lived as castaways on Nikumaroro Island.
	Earhart and Noonan’s plane crashed into the Pacific Ocean
	People don’t really know where Earhart and Noonan died.

Part A: Highlight the claim that is supported by the most relevant and sufficient facts within “Earhart’s Final Resting Place Believed Found.”

Part B: Click on two facts within the article that best provide evidence to support the claim selected in Part A.

ELA/Literacy: Grade 7 Sample Item



SAMPLE ITEM

STUDENT DIRECTIONS

You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

- “Biography of Amelia Earhart”
- “Earhart’s Final Resting Place Believed Found”
- “Amelia Earhart’s Life and Disappearance”

Consider the argument each author uses to demonstrate Earhart’s bravery.

Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

PARCC Results

- PARCC performance levels describe how well students met the academic expectations
 - Level 5: Exceeded expectations
 - Level 4: Met expectations
 - Level 3: Approached expectations
 - Level 2: Partially met expectations
 - Level 1: Did not yet meet expectations
- The Maryland State Board of Education is determining the level or score that will be counted as proficient
 - *Note: Only participation is required for 2014-2015 and 2015-2016*

English Language Arts/Literacy Assessment Report, 2015–2016

3

This report shows whether xxxx met grade-level expectations and is on track for the next grade level. **This assessment is just one measure of how well your child is performing academically.**

To learn more about the test and to view sample questions and practice tests, visit UnderstandTheScore.org.

How Can You Use This Report?

Ask your child's teachers:

- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child's performance in reading and writing.

How Did xxxx Perform Overall?

Performance Level 3

- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations



Graduation Requirements

Course		Requirement
Algebra I	Enrolled in Algebra I course prior to the 2016–17 school year	Score for Algebra PARCC or Algebra I HSA*
	Enrolled in Algebra I course for the first time during the 2016–2017 school year	Pass Algebra I PARCC
English 10	Enrolled in English 10 course prior to the 2016–17 school year	Score for English 10 PARCC or English 10 HSA*
	Enrolled in English 10 course for the first time during the 2016–2017 school year	Pass English 10 PARCC
Biology/ Science	Completed Biology course during or prior to the 2016-2017 school year	Pass Biology HSA or participate during the 2016-2017 school year
	Completed Biology course after the 2016-2017 school year	Participation in Integrated Science Assessment (after designated courses)
Government	Entered Grade 9 prior to the 2013–2014 school year	None
	Entered Grade 9 in or after the 2013–2014 school year	Pass Government HSA

Additional Resources

- <http://parcc.pearson.com>
 - PARCC sample items and practice tests
- http://www.nwea.org/warmup/warmup_start_educators_map.html
 - MAP Sample items and overview
- <http://www.hcpss.org/academics/testing/>
 - HCPSS Testing Program



Questions?



Howard
County



**Public
School
System**