

# Universal Assessments Supported through SCRED

Measure	Source	Format	Timing	Target	Purpose	Sample Questions Answered
MCA- III (Minnesota Comprehensive Assessments - Series III)	Minnesota Department of Education	Math: untimed; multiple choice questions; adaptive within grade level only  Reading: untimed; multiple choice questions; adaptive within grade level only	March - May	Grades 3-8, 10 (R), 11 (M)	<ul style="list-style-type: none"> <li>▪ Federal Mandate</li> <li>▪ Summative Outcomes Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ What percentage of students are meeting grade level standards?</li> <li>▪ Which students are/are not meeting grade level standards?</li> <li>▪ Is district making adequate progress toward ESSA goals?</li> </ul>
MAP (Measures of Academic Progress) *	NWEA (Northwest Evaluation Association)	Math & Reading: untimed, computer based, adaptive across grade levels  VERSIONS: MAP Survey with Goals (long version): Designed to measure achievement of students as they grow over time; provides overall RIT score as well as strand scores.  MAP Survey (short version): Designed to identify a student's status (current performance level) at any time during the school year; Not recommended for growth measurement; provides single overall RIT score.	September  January (optional)  March/ April	Grades 7-9 Reading  Grades 7-10 Math  (And Middle School buildings)	<ul style="list-style-type: none"> <li>▪ Screening</li> <li>▪ Formative Outcomes Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Which students appear unlikely to meet grade level standards without additional support?</li> <li>▪ Where do students' skills fall within a learning continuum and what content/skills do they need to learn based on that level?</li> <li>▪ What percentage of students are meeting growth targets Fall to Spring or Spring to Spring?</li> <li>▪ What growth do students make from Fall to Spring? - growth by special populations (instructional treatment groups, subgroups etc)</li> <li>▪ Does this data converge with other assessment results?</li> </ul>
aReading and aMath *	Fastbridge Learning	Reading and Math: untimed, adaptive, computer administered	September, January, May	Elem Bldgs	<ul style="list-style-type: none"> <li>▪ Screening</li> <li>▪ Formative Outcomes Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Which students appear unlikely to meet grade level standards without additional support?</li> <li>▪ What percentage of students are meeting growth targets Fall to Winter to Spring?</li> <li>▪ Does this data converge with other assessment results?</li> </ul>
GOLD Assessment System	Teaching Strategies	Ongoing, authentic, observational-based assessment system that provides information about 9 areas of development: cognitive, physical, language, social-emotional, literacy, mathematics, science/technology, social studies, arts	Data collected throughout year  Checkpoint dates in November, February, and May	Early Childhood (Birth through age 5)	<ul style="list-style-type: none"> <li>▪ Formative Outcomes Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ What does this child know, and what is he or she able to do?</li> <li>▪ How does this relate to important objectives for development and learning?</li> <li>▪ How do this child's skills and behaviors compare to those of most children in his or her age group?</li> <li>▪ Which children appear unlikely to meet age level expectations without additional support?</li> <li>▪ Are core, supplemental, and intensive programs producing desired outcomes?</li> </ul>

## Literacy GENERAL OUTCOME MEASURES (GOMs):

Measure	Source	Format	Timing	Target	Purpose	Sample Questions Answered
EarlyReading	FastBridge Learning	4 from list: Concepts of print-open ended, Onset sounds 2-mins, letter names 1-min, letter sounds 1-min, word segmenting 1-min, nonsense words 1-min, sight words 1-min, sentence reading 1-min (fall 1st grade), 1-min CBM-R (winter, spring 1st grade)	September, January, May	Kindergarten and Grade 1	<ul style="list-style-type: none"> <li>▪ Screening</li> <li>▪ Progress Monitoring</li> <li>▪ Formative</li> <li>▪ Outcomes Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Which students appear unlikely to meet grade level standards without additional support?</li> <li>▪ Are at-risk students making adequate progress in overall early literacy development?</li> <li>▪ Are core, supplemental, and intensive programs producing desired outcomes?</li> <li>▪ Does this data converge with other assessment results?</li> </ul>
CBM Reading (Oral Reading Fluency) *	FastBridge Learning-Also known as R-CBM (Reading – Curriculum Based Measurement)	Reading of graded connected text in 1 minute.	September January, May	Grade 1-3, gated procedure for Gr 4, 5, 6 as indicated from AutoReading	<ul style="list-style-type: none"> <li>▪ Screening</li> <li>▪ Progress Monitoring</li> <li>▪ Formative</li> <li>▪ Outcomes Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Which students appear unlikely to meet grade level standards without additional support?</li> <li>▪ Are at-risk students making adequate progress in overall early literacy development?</li> <li>▪ Are core, supplemental, and intensive programs producing desired outcomes?</li> <li>▪ Does this data converge with other assessment results?</li> </ul>
AutoReading	FastBridge Learning	AUTOreading is a suite of assessments that measure the accuracy and rate of phonological (sound), orthographic (spelling), and semantic (meaning) skills.	September January, May	Elementary Buildings Grades 4-6	<ul style="list-style-type: none"> <li>▪ Screening</li> <li>▪ Progress Monitoring</li> <li>▪ Formative</li> <li>▪ Outcomes Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Which students appear unlikely to meet grade level standards without additional support?</li> <li>▪ Are at-risk students making adequate progress in overall early literacy development?</li> <li>▪ Are core, supplemental, and intensive programs producing desired outcomes?</li> <li>▪ Does this data converge with other assessment results?</li> </ul>
CBM Reading (Oral Reading Fluency)	AIMSweb Also known as R-CBM (Reading – Curriculum Based Measurement)	Reading of graded connected text in 1 minute.	September, January, May	Middle School grades All students in fall; gated procedure for winter and spring	<ul style="list-style-type: none"> <li>▪ Screening</li> <li>▪ Progress Monitoring</li> <li>▪ Formative</li> </ul>	<ul style="list-style-type: none"> <li>▪ Which students appear unlikely to meet grade level standards without additional support?</li> <li>▪ Are at-risk students making adequate progress in overall early literacy development?</li> <li>▪ Are core, supplemental, and intensive programs producing desired outcomes?</li> <li>▪ Does this data converge with other assessment results?</li> </ul>

## Mathematics GENERAL OUTCOME MEASURES (GOMs):

Measure	Source	Format	Timing	Target	Purpose	Sample Questions Answered
IGDI: PNI (Preschool Numeracy Indicators)	Lehigh University	Oral counting in 1 min; naming numbers in 1 min; identifying larger quantity in 1 min; counting items with 1:1 correspondence in 30 seconds	September, January, May	Pre-School ages 3-5	<ul style="list-style-type: none"> <li>▪ Screening</li> <li>▪ Outcomes Evaluation</li> <li>▪ Screening</li> </ul>	<ul style="list-style-type: none"> <li>▪ Which students appear unlikely to meet grade level standards without additional support?</li> <li>▪ Are core, supplemental, and intensive programs producing desired outcomes?</li> </ul>
EarlyMath	FastBridge Learning	3 from list: Numeral Identification 1-minute, Number Sequence open-ended, Match Quantity 1-minute, Decomposing 1-minute	September, January, May	Kindergarten and Grade 1	<ul style="list-style-type: none"> <li>▪ Screening</li> <li>▪ Progress Monitoring</li> <li>▪ Formative</li> <li>▪ Outcomes Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Which students appear unlikely to meet grade level standards without additional support?</li> <li>▪ Are at-risk students making adequate progress in overall early numeracy development?</li> <li>▪ Are core, supplemental, and intensive programs producing desired outcomes?</li> <li>▪ Does this data converge with other assessment results?</li> </ul>
CBM Math Automaticity	FastBridge Learning	Math Automaticity (mental math) 4-minutes on web devise	September, January, May	Grades 2-3	<ul style="list-style-type: none"> <li>▪ Screening</li> <li>▪ Progress Monitoring</li> <li>▪ Formative</li> <li>▪ Outcomes Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Which students have efficient and effective mental math strategies?</li> <li>▪ Are at-risk students making adequate progress in math fact fluency development?</li> <li>▪ Are core, supplemental, and intensive programs producing desired outcomes?</li> <li>▪ Does this data converge with other assessment results?</li> </ul>
CBM Math Process	FastBridge Learning	Math Process multi-step computation in 15-minutes (grades 4-6) on paper	September, January, May	Grades 4-6	<ul style="list-style-type: none"> <li>▪ Screening</li> <li>▪ Progress Monitoring</li> <li>▪ Formative</li> <li>▪ Outcomes Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Which students have efficient and effective computation strategie/skills?</li> <li>▪ Are at-risk students making adequate progress in computation?</li> <li>▪ Are core, supplemental, and intensive programs producing desired outcomes?</li> <li>▪ Does this data converge with other assessment results?</li> </ul>
Algebra Assessment & Instruction Meeting Standards (AAIMS)	Iowa State University	Completing grade specific probes of algebraic concepts in 5 to 7 minutes.	September, January, May	Grades 7, 8, 9	<ul style="list-style-type: none"> <li>▪ Screening</li> <li>▪ Progress Monitoring</li> <li>▪ Formative</li> <li>▪ Outcomes Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Which students appear unlikely to meet grade level standards without additional support?</li> <li>▪ Are at-risk students making adequate progress in overall mathematics development?</li> <li>▪ Are core, supplemental, and intensive programs producing desired outcomes?</li> <li>▪ Does this data converge with other assessment results?</li> </ul>