

Montgomery County Assessment Program

TEST	GRADES	DESCRIPTION	TESTING WINDOW	ADDITIONAL RESOURCES
Measures of Academic Progress-Reading (MAP-R)	Grades 3-4-5	MAP-R testing is a tool for monitoring student growth over time. This is a computer-adaptive achievement test that quickly provides an assessment of a student's skill level in the different reading achievement areas. The students take the test in the computer lab with their class and spend a total of 45-60 minutes completing the test. The MAP-R test is unique in that it adapts to the student's level of learning. Following each testing period, teachers will receive a report showing students' performance. This will enable teachers to adjust instruction to meet the needs of each student. The test provides reading data that will show growth and achievement over the academic year.'	Fall : 9/13-10/6 Winter: 1/29-2/21 Spring: 4/26-5/18	The Northwest Evaluation Association (N.W.E.A) Web Site
Stanford Diagnostic Reading (SDRT)	Select students in grades 3-4-5	The Stanford Diagnostic Reading Test, Fourth Edition (SDRT 4), provides group administered diagnostic assessment of the essential components of reading in order to determine students' strengths and needs. SDRT 4 includes detailed coverage of reading skills, including many easy questions, so teachers can better assess students struggling with reading and plan instruction appropriately. A select group of students will take this assessment.	Fall: 9/19-10/13 Spring: 4/16-5/11	Harcourt Assessment SDRT Website
Terra Nova Second Edition (TN2)	All students in Grade 2	The school system uses results of this test as an indicator of how students in Grade 2 are achieving basic skills in reading, language arts, and mathematics as compared to the nation. Students in Grade 2 take the Terra Nova Second Edition each spring. Grade 2 individual student scores will be reported to parents.	April 16-20, 2007	

TEST	GRADES	DESCRIPTION	TESTING WINDOW	ADDITIONAL RESOURCES
Maryland School Assessment (MSA)	Grades 3-4-5	<p>The Maryland School Assessment (MSA) is a test of reading, math, and eventually science achievement. The Maryland School Assessment (MSA) replaced the Maryland School Performance Assessment Program (MSPAP). In response to requirements of No Child Left Behind (NCLB) federal mandates, it provides national norm-referenced and Maryland criterion-referenced data. The norm-referenced items provide national percentile ranks to describe how well a student performed in reading and mathematics compared to his/her peers nationally. The criterion-referenced items provide proficiency scores (expressed as Basic, Proficient, or Advanced proficiency level) to describe how well a student has mastered the reading and mathematics content specified in the Maryland Content Standards.</p>	March 12-21, 2007	School Improvement in Maryland MSA Web Site
MCPS Primary Reading	All Students in Grades PK-2	<p>The MCPS Assessment Program Primary Reading is a locally developed assessment that provides formative information to help teachers, schools, and the district monitor students' progress in reading and consists of two components—foundational reading skills and reading proficiency.</p> <p>Benchmark end of year performance targets have been established for three grade levels. Kindergarten: Read a level 3 text with 90% or higher accuracy and a score of 2 out of 3 in oral retelling; Grade 1: Read a level 16 text with 90% or higher accuracy and a score of 80% or higher on oral comprehension; Grade 2: Read a level M text with 90% or higher accuracy and a score of 2 or 3 for written comprehension, which represents partial or essential understanding of the text.</p>	<p>Fall : 9/5-10/6</p> <p>Winter:1/2-1/26</p> <p>Spring: 5/7-6/1</p>	

TEST	GRADES	DESCRIPTION	TESTING WINDOW	ADDITIONAL RESOURCES
Progress Monitoring	All Students in Grades K-2	Progress Monitoring is an assessment tool designed to help teachers determine a student's reading performance between benchmark windows. These ongoing assessments can be administered in a minimal amount of time and serve to assist teachers in determining the appropriate instructional level for each child. The monitoring schedule depends on the student's risk category. High-risk students are typically monitored every week and some-risk students are monitored every two weeks. Low-risk students are typically monitored every two weeks.	Ongoing throughout the school year	
IDEA Proficiency Test (IPT)	All ESOL students in Grades K-5	Responds to No Child Left Behind Act adequate yearly progress in English proficiency requirements for students enrolled in the English for Speakers of Other Languages (ESOL) program.	March 29-May 21, 2007	