Edina Public Schools
DEFINING EXCELLENCE

Board Workshop Date: April 17, 2023

Title: Edina Public Schools 2023-2025 Assessment Plan

Type: Discussion

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; Greg Guswiler, Teaching and Learning Data Analyst and Program Coordinator; Mark Carlson, Curriculum Coordinator; and Leigh Ann Feily, Continuous Improvement Specialist/MTSS Coordinator

Description:
In the 7/18/2022 board report, the Assessment Design Team recommended, and the School Board approved, the use of FastBridge as an assessment to support a Multi-Tiered System of Supports (MTSS) in Edina Public Schools (EPS). This tool was implemented as a universal academic screener (in reading and math) for students in Kindergarten to 9th grade. Upon approval (July, 2022) of the 2022-2023 Assessment Plan the Teaching and Learning Department (T&L) was asked to:
- Form a design team to recommend a Talent Development universal screener.
- Statistically compare FastBridge and MAP data collected during the 2022-23 school year, and
- Further explore the 2022 MTSS Assessment Design team's recommendation regarding the use of SAEBRS/MySAEBRS as a universal social-emotional learning (SEL) screening tool.

Recommendation:
This report is for discussion of the proposed Assessment Plan with updates made for the 2023-25 school years. It will be brought for approval on June 12th.

Desired Outcome(s) from the Board: Review in detail and provide questions and feedback.

Appendix:
- [Student Assessment Portal 2.0 View of FastBridge aMath Assessment Data](#)
- [Student Assessment Portal 2.0 View of MCA Math Assessment Data](#)
- [Student Assessment Portal 2.0 View of FastBridge aReading Assessment Data](#)
- [Student Assessment Portal 2.0 View of MCA Reading Assessment Data](#)

Attachment(s):
Board Report (below)

Link(s):
[2023-25 Assessment](#) Plan Calendar
[2022-23 MAP/FAST Comparison Communication](#)
[7.18.22 Assessment Plan Board Report](#)
[2023-25 Assessment Plan Board Presentation](#)

General Purpose Statement:

Edina Policy 614 states that:

> *"The school district recognizes the value of common assessments for evaluation across the district. The assessment plan ensures evaluation is occurring for curriculum, educational initiatives, schools, teachers and students. Assessment results will identify performance in the area being evaluated and will guide the teaching and learning required to deliver the best possible educational experience to all students."*

The Edina Public Schools assessment plan, created in alignment with Policy 614, provides an outline of the purpose, timeframe, mode, student population and overview of the assessments given to EPS students. Upon approval (July, 2022) of the 2022-2023 Assessment Plan the Teaching and Learning Department (T&L) was asked to:
- Form a design team to recommend a Talent Development universal screener.
  - *The recommendation to add CogAT as a Talent Development Universal Screener to the 2023-2025 Assessment Plan is currently being discussed with the board in a separate report.*
- Statistically compare FastBridge and MAP data collected during the 2022-23 school year, and
- Further explore the 2022 MTSS Assessment Design team's recommendation regarding the use of SAEBRS/MySAEBRS as a universal social-emotional learning (SEL) screening tool.

The information outlined in the report informs the recommendation for the 2023-2025 Edina Assessment Plan.

Recommended Changes to the 2023-25 Assessment Plan:
The 2023-2025 assessment plan will remain in the similar format as the 2022-23 plan. However, there are some recommended changes to the content outlined in this report.

Continuations
- Continued use of FastBridge as the universal academic screener for math and reading for students in grades K-9

Additions to the Assessment Plan:
- Upon board approval, the CogAT assessment will be added as part of the Talent Development portfolio. This assessment will be administered as a Talent Development universal screener to all 2nd graders in the Fall of the 2023-24 school year. The board will make the final decision on this recommendation on May 15, 2023 and the proposed Assessment Plan will be adjusted accordingly before final approval.
- The Panorama SEL Student Survey will also be added. As in the past, when student surveys impact an entire grade level or multiple grade levels, they are added to the assessment plan in an effort to be transparent. The Panorama SEL Student survey has been in our system since 2021 and has not been listed on the Assessment Plan. Its addition to the 2023-2025 Assessment Plan aligns with district practice.

Other Assessment Plan Adjustments:
- The NWEA MAP Math & Reading Growth assessments (MAP) will no longer be administered to all students. Therefore, the MAP will no longer appear on the assessment plan. The assessment plan is designed to display any assessments/surveys which are administered to an entire grade level or grade band. The MAP will remain in the system but will be used in a more individualized way. If and when students are identified as needing another data point to determine correct instructional matches, the MAP Math or Reading Assessments will be available for use.

- The K-5 Diagnostic Reading Benchmark Assessment System (Fountas & Pinnell) Replacing DRA/QR is no longer administered to all students. Therefore, this will also be removed from the assessment plan. The K-5 Diagnostic Reading Benchmark Assessment System will also be available for use on an as-needed basis with building principal approval.

Background:
In the 2022-2023 school year the Assessment Design Team recommended, and the School Board approved, the use of FastBridge as an assessment to support a Multi-Tiered System of Supports (MTSS) in Edina Public Schools (EPS). This tool was implemented as a universal academic screener (in reading and math) for students throughout the EPS system. A universal academic screener is designed to ensure all levels of a school system are being proactive in meeting the needs of students. In addition to adding FastBridge as a universal screener, the Assessment Design Team recommended removing the MAP from the 2022-23 Assessment Calendar. After further consideration of the recommendation, it was determined that the MAP would be administered to all students who demonstrated they may be exceeding grade level standards in grades 2-5 and in Success Programming, and to all students in grades 6-8. In grades 2-5 the 2022-23 Assessment Calendar specifically indicated that, "students who score above the 85th percentile on FAST assessments and students who access school year Success Programming will be given the MAP Reading and/or the Map Math assessment."

Initial Implementation of Fastbridge Universal Screener:
During initial implementation, which is one of the four critical phases of implementation science, an implementation team meets to review process and outcome data in order to critically examine and improve implementation. Throughout the 2022-2023 year a variety of implementation teams have been meeting to examine the implementation of FastBridge as an universal screener. A recent analysis and teacher survey measured implementation in alignment with 7 "Can Do" statements. These "Can Do" statements reflect the goals for initial implementation for the 2022-2023 school year. Results of the teacher survey are shared in the following table:

Key:
All questions were rated on a scale of 1 (I am not able to do this) to 4 (This is easy for me)
Green boxes represent aggregate scores of 3 or above
Yellow boxes represent aggregate scores of 2 to 3
Red boxes represent aggregate scores below 2

Teacher Survey (n=134)	Avg. Score
I understand why we are utilizing FastBridge	2.9
I can administer the FastBridge assessments required for my grade level	3.4
I can navigate the FastBridge site to view my students' scores	3.1
I can locate the Screening to Intervention Report and use it to identify the recommended interventions for my students	2.8
I can find the lesson plans and resources for implementing the FAST interventions.	2.3
I can administer the recommended interventions to my students.	2.5
I can locate and interpret the Group Growth Report and find the growth percentiles for each student in my class(es).	2.8

With all district average scores above 2.0, these results show that we are making expected progress towards implementation goals. FastBridge is quickly becoming deeply embedded in Edina as an assessment that gives staff accessible information in order to support students academic excellence, readiness, and growth. Scores of above 3.0 in the areas of administration of the assessment and navigation of the website represent areas of

strength and are key, critical pieces in initial implementation. The results also showed that continued areas of growth are:

- Continuing to build understanding around the "why" of utilizing FastBridge as our universal screener
- Finding lesson plans and resources for implementing the FAST interventions
- Administering interventions to students

These areas of growth will continue to be supported through professional development opportunities provided in partnership between the Teaching and Learning department and building leadership as we move into the 2023-2024 school year.

An additional area of focus for Teaching and Learning has been to review the initial recommendation to remove the MAP from the assessment calendar and complete a thorough comparison of Fastbridge and MAP. The process has included engaging in data analysis, reviewing the 2022-23 Assessment Design Team recommendations, gathering stakeholder feedback, and reviewing the use of data in 2022-23 and its direct impact on students' learning.

FastBridge and MAP Comparison:
Similarities:

- Both MAP and FastBridge are computer-adaptive assessments designed to measure student growth. The assessments will get progressively more difficult as students get questions correct.
- Both MAP and FastBridge are nationally normed assessments that provide a scaled score, national percentile and growth values for each assessment.
- Both assessments provide information around skills students have learned and are ready to learn.
- Both assessments provide data about students' likelihood of demonstrating proficiency on grade level standards.

Differences:

- The time needed for testing is different for MAP and FastBridge. The FastBridge assessment can be completed in approximately 30 minutes whereas the MAP assessment usually takes at least 60-90 minutes and significantly more time for some students.
- FastBridge data is collected three times per year (Fall, Winter, Spring) whereas MAP has been administered one time per year (Winter).
- The response plan provided for students from the MAP and FastBridge assessments are different. FastBridge provides an action plan for responding to the data with specific interventions created through a triangulation of data points. The MAP provides a comprehensive list of learning areas where students are demonstrating gaps relative to the standards but does not give a starting point for interventions.

Feedback:
Representatives from the Teaching and Learning Department met with both secondary and elementary testing coordinators to gain feedback around the proposed changes to the assessment plan for the 2023-24 and 2024-25 school year. Discussions focused on additional actionable data pieces from the MAP assessment that were being used that were distinct from other assessment tools. The only value-add discussed was having the MAP assessment available for unique situations where teams may want to look at an additional assessment for a student. Testing coordinators did feel for some students, MAP was better at measuring growth, especially for students above the 95th percentile. However, they did not feel the time investment needed was worth the value add of an additional assessment. They felt the FastBridge assessment provided data that could be more easily accessed and activated for each and every student than the MAP data provided.

Statistical Analysis:

Statistical analysis provided to the district by FastBridge indicated there was a significant overlap in information provided by MAP and FastBridge. To ensure this was the case, Edina Public Schools (EPS) did a statistical analysis using these two assessment tools for both reading and math using only EPS data. EPS determined the Pearson correlation coefficient (r) by looking at FastBridge Fall and Winter scores as compared to Fall MAP scores in both reading and math. We separated the data into grades 2-5 and 6-8 since in grades 2-5, only students above the 85th percentile on Fall FastBridge took the MAP whereas all 6-8 students took the MAP. In general a r value that is greater than .75 is considered a strong correlation. This was true for all cases as demonstrated in the table below:

Grades	Ind. Variable(FAST)	Dep. Variable (MAP)	MAP Predictive Model	r
2-5	aMath (F)	MAP RIT(M)	1.74 * FAST - 166.16 = MAP	.87
6-8	aMath (F)	MAP RIT (M)	1.36 * FAST - 74.79 = MAP	.84
2-5	aMath (W)	MAP RIT (M)	1.56 * FAST-133.2= MAP	.90
6-8	aMath (W)	MAP RIT (M)	1.33 * FAST - 72.39 = MAP	.85
2-5	aReading Theta (F)	MAP RIT (R)	0.64 * FAST - 124.79 = MAP	.80
6-8	aReading Theta (F)	MAP RIT (R)	0.49 * FAST -44.38 = MAP	.82
2-5	aReading Theta (W)	MAP RIT (R)	0.66 * FAST -139.79 = MAP	.81
6-8	aReading Theta (W)	MAP RIT (R)	0.53 * FAST -66.80 = MAP	.82

Academic Universal Screener Recommendation:

In weighing all the factors during the exploration phase of implementation science, the 2021-22 Assessment Design Team provided a recommendation that the Edina Assessment Plan does not include the administration of two universal screeners. A primary reason for this recommendation is for the mental health and well-being of students and staff, recognizing that overtesting can lead to anxiety and an unhealthy shift away from the purpose of learning. The team further recommended that FastBridge was better suited to serve as the academic universal screener in the Edina Assessment plan. The two main reasons for this recommendation were ease of administration (including less time taken away from direct instruction) and efficiency in use of the data, thus more direct impact on students' learning.

After reviewing the data analysis, the 2021-22 Assessment Design Team recommendations, stakeholder feedback, and the use of assessment data the Teaching & Learning review team agrees with the 2021-22 Assessment Design Team that it is not sustainable or healthy to assess all students in both FastBridge and MAP. The Teaching and Learning review team further recommends to continue with the use of FASTBride as a universal screener and maintain MAP in the system for individual situations. The 2022-23 FastBridge implementation as an academic universal screener has been highly successful. In addition to the implementation data summarized above, the fall to winter data is evidence of this positive and direct impact on student growth. EPS realized aggressive growth (meaning students grew at or above the 75th percentile) from 37% of all students in math (grades 2-8) and 26% in reading (grades 2-9) in both cases this is above the expectation of 25%.

As part of the recommendation, Teaching & Learning in collaboration with the Edina MultiTiered Systems of Support (MTSS) Design Team, is committed to supporting the next steps of implementation which includes

continued growth in the use of the data to provide instructional matches. As Edina Public Schools strengthen MTSS systems ALL student data will be reviewed in administrator lead grade level data meetings three times a year and teacher lead Professional Learning Community (PLC) meetings two to four times per month. The data will be reviewed with the lens of the 4 PLC Questions:

- *What do we want all students to know and be able to do?*
- *How will we know if they learn it?*
- *How will we respond when some students do not learn?*
- *How will we extend the learning for students who are already proficient?*

Using the Data Metrics plan, also equips all Edina educators to rely upon multiple measures in data review and response conversations as they ensure each and every Edina student discovers their possibilities and thrives. Educators are using FastBridge data along with formative and summative classroom assessments, MCA scores, IXL diagnostic scores and if approved, the CogAt to help assess growth for all students and determine instructional needs.

Panorama and MySAEBRS Update:

The July 18, 2022 board report entitled *Edina Public Schools Assessment Plan 2022-2023* outlined several recommendations from the MTSS Assessment Committee. One recommendation was to explore how Panorama and SAEBRS/MySAEBRS (a social/emotional learning screener available through the FastBridge system) fit together for comprehensive SEL data gathering. For the 2022-2023 school year, the recommendation was to continue with the Panorama survey and pilot SAEBRS/my SAEBRS in select areas.

One of the reasons that this recommendation was made by the MTSS Assessment Committee was because team members did not feel they fully understood the Panorama survey data and what information it could offer school teams regarding individual student outcomes in addition to whole school climate outcomes. With this in mind, Leigh Ann Feily (MTSS Coordinator) created a plan that leveraged the professional development portion of the EPS Panorama contract to build capacity towards this understanding. As part of the Instructional Principal's Meeting in November, all principals, selected building representatives, and selected district leaders were provided an in-person training with the EPS Panorama professional development consultant about how to access, interpret, and utilize student Panorama data to set building goals and monitor individual student outcomes. Throughout the months of December and January, each EPS school engaged in a virtual consultation with the Panorama professional development consultant and district MTSS coordinator to further personalize data interpretation and goal setting. Following the Panorama Student Survey window in March, all principals, selected building representatives, and selected district leaders were again provided training (this time virtual) with the EPS Panorama professional development consultant to review student data, determine growth on goals, and determine areas for continuous improvement.

Through building capacity with teams for accessing, utilizing, and interpreting the Panorama student data, teams were better able to utilize the Panorama survey information as a universal SEL screening tool both at the student and building level. With this increased capacity and knowledge around the Panorama survey, it was determined that piloting SAEBRS/MySAEBRS as a universal SEL screener would not be necessary.

However, SAEBRS/MySAEBRS is being piloted in one school as a Tier 3 intervention data collection tool for students with intensive behavior needs. This more specialized use of MySAEBRS is a better fit for the system and will continue to be piloted as it fits with different intervention needs.

Critical Next Steps:

Talent Development Identification:
We have heard and understand stakeholder concerns in regards to identification for Talent Development services with the removal of the MAP from the overall assessment plan. EPS has systems in place to help determine if a student is in need of additional services through Talent Development. Using a Talent Development portfolio approach, has eliminated the need for having two consecutive scores in the 97% or higher on the MAP test to participate in Extended Reading and/or Accelerated Math. Instead, a portfolio that collects data for a body of evidence is currently in place to determine appropriate programming options.This change to a portfolio of data began in the fall of 2021.

Family/Caregiver Communication on Student Academic Readiness and Growth:
We also recognize the importance of family partnerships in the education of our Edina students and that understanding where our students are at in their learning journey is as important to individual families as it is to Edina Public Schools.

The Teaching and Learning team has been in the development phase of creating a family dashboard. Over the past few months the Teaching and Learning team has redeveloped the Edina Student Assessment Portal. The new version better displays the essential data elements and makes monitoring growth on the assessments easy. Examples of the new version can be found in the appendix of this report.

A parent communication team will be discussing more detailed plans for parent communication this spring.

Family/Caregiver Communication on 2023-2025 Assessment Plan:
Upon board approval we will leverage The Buzz to communicate that the updated assessment plan/calendar is posted to the district's website. This will include a brief narrative around the assessments in the system and timing for when results will be available to caregivers in the Edina Student Assessment Portal 2.0. We will also include the assessment plan/calendar announcement in communications sent to families informing the launch of the Edina Student Assessment Portal 2.0. We will also work with the communications team to include the announcement in the back to school packet.

Relaunch of the Edina Public Schools Assessment Committee:
Pursuant to Edina Public Schools Board Policy 614 a District Assessment Committee must be in place. With a relaunch, this committee will assist in monitoring the implementation and evaluation of the district assessment plan in alignment with the Edina Data Metrics Plan. As stated in Policy 614, "The assessment plan ensures evaluation is occurring for curriculum, educational initiatives, schools, teachers and students. Assessment results will identify performance in the area being evaluated and will guide the teaching and learning required to deliver the best possible educational experience to all students."

The Edina Public Schools Assessment Committee will consist of 2 different groups, Building membership and District Office Membership. Policy outlines that, "The committee will include an equal number of licensed teachers and administrators from the following key areas:

1. Administrators from each stratum of school configurations (i.e. elementary, middle school, and high school);
2. Administrators from the district leadership team;
3. Teaching staff from each strata of school configurations; and
4. Content leaders or specialists."

The groups are made up of the staff below:

- Assessment Committee Building Membership
  - Teacher Representation
    - 2 Early Learning Center
    - 2 Elementary School
    - 2 Middle School
    - 2 High School
  - Administration Representation
    - 2 Early Learning Center
    - 2 Elementary School
    - 2 Middle School
    - 2 High School

- Assessment Committee District Office Membership
  - Committee Facilitator- T&L Data Analyst and Program Coordinator
  - Literacy Specialist
  - Mathematics Specialist
  - Multilingual Learner Specialist
  - Talent Development Specialist
  - Student Support Services Specialist
  - Director of Achievement Equity & ML
  - Executive Sponsor- Director of Teaching and Learning

Role	Responsibilities
Teacher Representative	The role of the Teacher Representative is to provide input on the implementation of the Edina Public Schools Assessment Plan. These members will have a sound understanding of assessment policies and practices and will focus on classroom level implementation of these assessments along with instructional skills to utilize the tools and data they provide.
Administration Representative	The role of the Administration Representative is to provide input on the implementation of the Edina Public Schools Assessment Plan. These members will have a sound understanding of assessment policies and practices and will focus on the building level governance and implementation of these assessments across grade levels and individual buildings. The ideal person to serve in this capacity would be either the building Site Assessment Coordinator or administrator with a sound understanding of assessments and the data they provide.
District Office Representative	The role of the District Office Representative is to provide input on the implementation of the Edina Public Schools Assessment Plan. These members will have a sound understanding of assessment research, data literacy, and assessment policies and practices and will focus on the district level governance and implementation of these assessments.The District Office Representative will serve as a resource to the committee for how the assessments are to be used and how the data could more effectively be used in the classroom and at the building level. The District Office Representative will also scaffold committee information to the District Instructional Leadership Team and the remainder of the Teaching and Learning Department as needed. The goal of scaffolding will be to ensure effective data use to ensure direct impact on student performance, readiness, and growth for each and every Edina student to discover their possibilities and thrive in alignment with the Edina Data Metrics Plan.
Director of Achievement Equity and Multilingual Learner Programming	The role of the Director of Achievement Equity and Multilingual Learner Programming will be to ensure the assessment committee's work is focused on the work the district is doing with Culturally Proficient School Systems.They also are charged with ensuring the committee is meeting the needs of our Multilingual Learners.

Appendix:
Student Assessment Portal 2.0 View of FastBridge aMath Assessment Data

Back

Fast Bridge aMath Assessment Data

Student Name	aMath School Year	aMath Grade	Fall aMath Test Theta	Fall aMath National Percentile	Fall aMath Proficiency Level	Winter aMath Test Theta	Winter aMath National Percentile	Winter aMath Proficiency Level	Spring aMath Test Theta	Spring aMath National
	2023	08	229.728	59	Meets	239.151	86	Exceeds		

aMath Proficiency Level by School Year by Testing Window

2023

Fall Proficiency Level

Winter Proficiency Level

Spring Proficiency Level

FastBridge aMath Proficiency Level

■ Does Not Meet ■ Partially Meets ■ Meets ■ Exceeds

Fast Bridge aMath Growth From Fall to Winter

Student Name	aMath School Year	aMath Grade	Fall to Winter Growth Level	Fall to Winter Growth Score	Fall to Winter National Growth Percentile
	2023	08	Aggressive	2.094	93

Fast Bridge aMath Growth From Fall to Spring

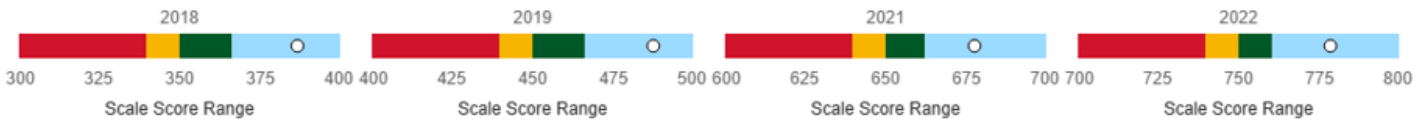| Student Name	aMath School Year	aMath Grade	Fall to Spring Growth Level	Fall to Spring Growth Score	Fall to Spring National Growth Percentile
	2023	08			

Student Assessment Portal 2.0 View of MCA Math Assessment Information

MCA Math Assessment Data

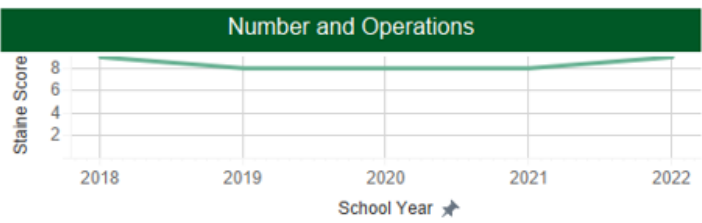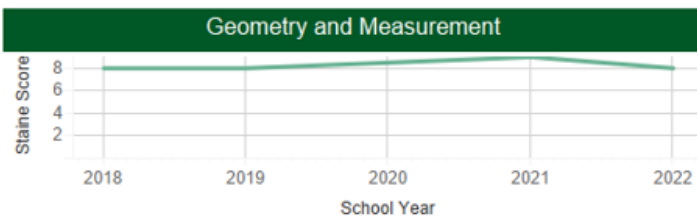| Student Name	Math Test Name	MCA Math School Year	Grade	Scale Score	MCA Math Achievement Level	
	Minnesota Common Assessment(MCA) Math	2022	07	778	Exceeds	Number and Operations Strand Score- 9 Algebra Strand Score- 9 Geometry & Measurement Strand Score- 8 Data Analysis & Probability Strand Score- 8
		2021	06	677	Exceeds	Number and Operations Strand Score- 8

MCA Math Scale Score

2018
300 325 350 375 400
Scale Score Range

2019
400 425 450 475 500
Scale Score Range

2021
600 625 650 675 700
Scale Score Range

2022
700 725 750 775 800
Scale Score Range

MCA Achievement Levels
- Does Not Meet
- Partially Meets
- Meets
- Exceeds

Algebra
Stanine Score: 8, 6, 4, 2
School Year: 2018, 2019, 2020, 2021, 2022

Data Analysis
Stanine Score: 8, 6, 4, 2
School Year: 2018, 2019, 2020, 2021, 2022
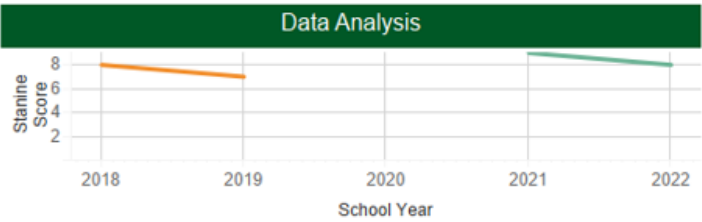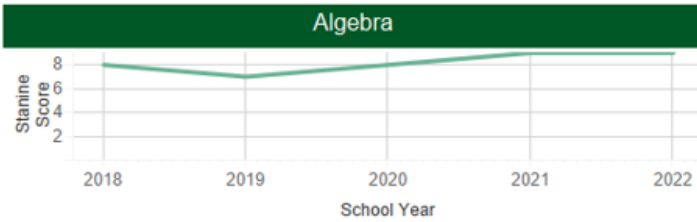
- Data Analysis & Probability Strand
- Data Analysis Strand

Geometry and Measurement
Staine Score: 8, 6, 4, 2
School Year: 2018, 2019, 2020, 2021, 2022

Number and Operations
Staine Score: 8, 6, 4, 2
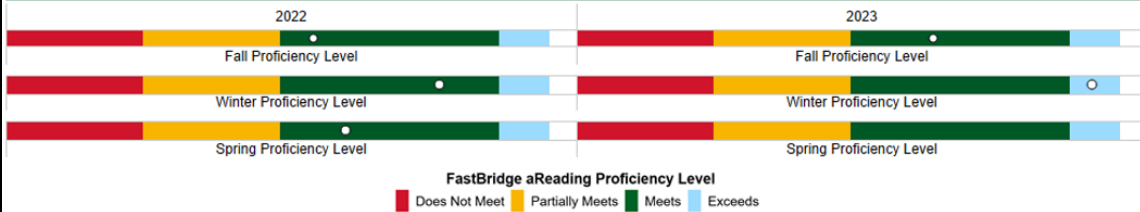School Year: 2018, 2019, 2020, 2021, 2022

Student Assessment Portal 2.0 View of FastBridge aReading Assessment Information

Fast Bridge aReading Assessment Data

Student Name	aReading School Year	aReading Grade	Fall aReading Test Theta	Fall aReading National Percentile	Fall aReading Proficiency Level	Winter aReading Test Theta	Winter aReading National Percentile	Winter aReading Proficiency Level	Spring aRe Test Theta
	2023	09	551.518	65	Meets	572.365	94	Exceeds	
	2022	08	543.345	56	Meets	557.836	79	Exceeds	551.098

aReading Proficiency Level by School Year by Testing Window

2022 | 2023

Fall Proficiency Level | Fall Proficiency Level

Winter Proficiency Level | Winter Proficiency Level

Spring Proficiency Level | Spring Proficiency Level

FastBridge aReading Proficiency Level

Does Not Meet | Partially Meets | Meets | Exceeds

Fast Bridge aReading Growth From Fall to Winter

Student Name	aReading School Year	aReading Grade	aReading Fall to Winter Growth Score	aReading Fall to Winter Growth Level	aReading Fall to Winter National Growth Percentile
	2023	09	5.255	Aggressive	99
	2022	08	4.140	Aggressive	92

Fast Bridge aReading Growth From Fall to Spring

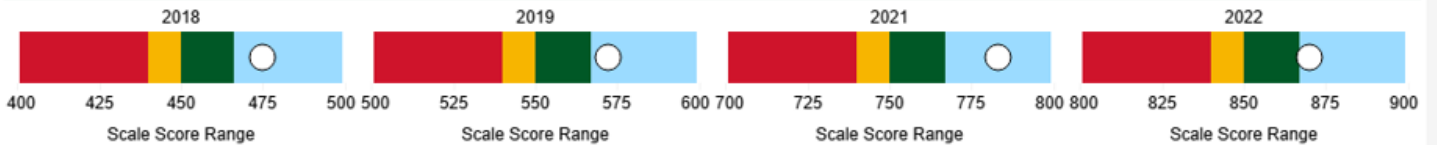| Student Name	aReading School Year	aReading Grade	aReading Fall to Spring Growth Score	aReading Fall to Spring Growth Level	aReading Fall to Spring National Growth Percentile
	2023	09			
	2022	08	1.053	Typical	64

Student Assessment Portal 2.0 View of MCA Reading Assessment Information

MCA Reading Assessment Data

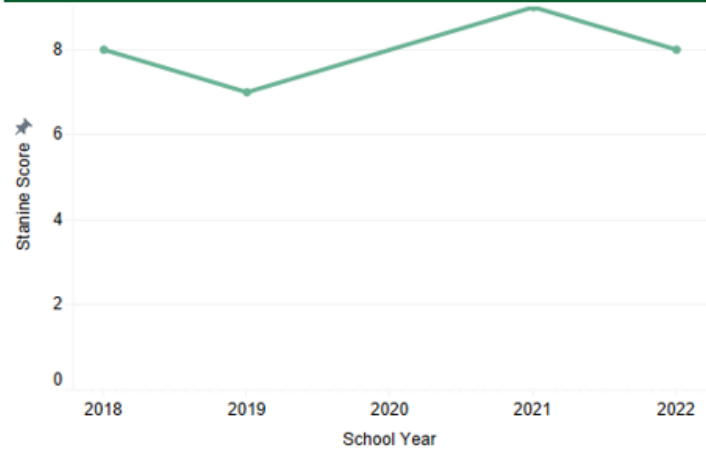| Student Name	Reading Test Name	MCA Reading School Year	Grade	Reading Scale Score	Reading Achievement Level	Reading Lexile Score	
	Minnesota Common Assessment(MCA) Reading	2022	08	870	Exceeds	1370L	Literature Strand Score- 6 Informational Text Strand Score- 8
		2021	07	783	Exceeds	1480L	Literature Strand Score- 8 Informational Text Strand Score- 9
		2019	05	572	Exceeds	1215L	Literature Strand Score- 8 Informational Text Strand Score- 7

MCA Reading Scale Score

2018

400 425 450 475 500

Scale Score Range

2019

500 525 550 575 600

Scale Score Range

2021

700 725 750 775 800

Scale Score Range

2022

800 825 850 875 900

Scale Score Range

MCA Achievement Levels

- Does Not Meet
- Partially Meets
- Meets
- Exceeds

Informational Text Strand Stanine Score

Stanine Score vs School Year (2018–2022)

Literature Strand Stanine Score

Stanine Score vs School Year (2018–2022)