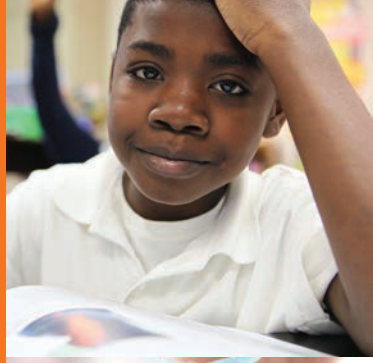
Measures of Academic Progress® | MAP®

MAP® Administration Web-Based Workbook






NWEA™
Northwest Evaluation Association
Partnering to help all kids learn®

NWEA
Northwest Evaluation Association
Partnering to help all kids learn®

Copyright

Trademarks

Please fold along dotted line and print your name on both sides of the card.

NWEA™

Northwest Evaluation Association

Partnering to help all kids learn®

Please fold along dotted line and print your name on both sides of the card.

NWEA™

Northwest Evaluation Association

Partnering to help all kids learn®

Intentionally Left Blank

Web-Based MAP® ADMINISTRATION

Table of Contents

Intentionally Left Blank

SECTION 1

Scenario Activities

Intentionally Left Blank

Making Connections Worksheet			
MAP® Key Concepts and Characeristics	**What I Know**	**My Questions**	**What I Learned**
Adaptive Assessment			
RIT Scale: Student RIT Scores			
Normative Data			
DesCartes: A Continuum of Learning®			
Instructional Level vs. Mastery			

For future use, an additional copy of this worksheet is provided in Section 6 of this workbook.

Making Connections Scenario

As you read the scenario and complete the associated activities, you will discover new information about the key concepts and characteristics of the Measures of Academic Progress® (MAP®) assessments.

Activity materials include:

- The *Reports Portfolio*, which includes reports you will reference.
- The *Normative Data* document, which connects your reports' scores to those of a larger group.
- The *Making Connections Worksheet*, a tool to document your observations.

Note: Recording your observations on the *Making Connections Worksheet* after each activity will help with a later activity in this training.

Scenario: Part 1

Mary M. Vosburg, a fifth grader in your class, is taking computer-adaptive assessments called MAP to measure her academic growth and find her level of instructional readiness. Mary may take the MAP Survey with Goals assessment up to four times per year.

Each time Mary answers a question, the test scores Mary's prior answers in order to select the following question. If she answers a question correctly, she will be presented with a more difficult question. If Mary answers a question incorrectly, she will be given an easier question. Upon completing the assessment, she will receive a separate overall RIT score in Reading, Mathematics, and Language Usage (for example, in Mathematics, Mary scores a 210).

Activities

In your *Reports Portfolio*, please:

1. Use the *Class Report* to determine Mary's overall RIT score in Reading._____
2. Use *Normative Data* to determine the Mean RIT for Mary's grade level in Reading in the fall. _____The Mean RIT is the typical fall Reading RIT score for fifth grade.
3. Use the *Class Report* to determine Mary's Percentile Rank (%ile) in Reading. _____ The Percentile Rank refers to the percentage of students in the national norms group for a certain grade that a score equals or exceeds.

Enter your observations on your *Making Connections Worksheet*.

Scenario: Part 2

You want to investigate your students' academic diversity, so you decide to pull up the *Class Breakdown by RIT Report* to help decide how best to meet your students' academic needs. This report shows each student's overall performance in each subject, broken down by ten-point RIT bands.

Activities A

Use the *Reports Portfolio* to complete the following.

4. In Part 1, Question 2, you identified the typical fall Reading RIT score for fifth grade. Use this score to identify which RIT band reflects those students performing at this level. _____

5. What information does this report provide about how best to organize instruction that will meet Mary's needs in Reading? _____

_____

_____

Activities B

As Mary's teacher, you want to learn more about her relative areas of strength and concern in Reading. To do so, click on the subject name, **Reading**, on the *Class Breakdown by RIT Report* to reference the *Class Breakdown by Goal Report*. This report shows each student's performance in Reading, broken down by ten-point RIT bands.

Use the *Reports Portfolio* to complete the following.

6. On the *Class Breakdown by Goal Report* for Reading, locate Mary Vosburg (M. M. Vosburg) in the row labeled "Informative Texts."

7. Mary's overall RIT score in Reading is _____. (Her overall RIT score for Reading follows her name.) Mary's RIT band for Informative Texts is_____. Because her RIT band for Informative Texts is higher than her overall RIT score, Informative Texts is an area of relative strength for her.

8. Relative to her overall RIT score, what goal might be of concern? _____

Why?_____

_____

_____

Enter your observations on your *Making Connections Worksheet*.

Scenario: Part 3

On the *Class Breakdown by Goal Report*, the RIT bands into which Mary falls indicate her level of instructional readiness for each goal. These RIT bands point to learning statements that align with your state standards' content, organized in a learning continuum called *DesCartes: A Continuum of Learning®*.

You are planning your next unit, beginning with the concepts of Main Idea and Supporting Details.

- On the *Class Breakdown by Goal Report* for Reading, locate the goal labeled "Literary Texts" and identify which RIT band includes Mary.
- Click on the **<all students in cell>** link. This displays those *DesCartes* pages applying to students who fall in the same RIT band as Mary for Literary Texts.

Of the three columns in *DesCartes*, the middle column identifies those skills and concepts Mary is instructionally ready to learn. This information can guide your lesson planning and instruction to fit your students' levels of readiness.

Activities

Use the*DesCartes* Reading page in your *Reports Portfolio* to complete the following.

9. Based on the *DesCartes* learning statements for Mary's RIT band (201-210), how might you modify the instructional activity in your unit for her and her group? _____

_____

_____

10. Which activity best reflects what Mary is ready to learn, based on the *DesCartes* example?

- ❑ Read a one-paragraph passage and identify from a series of possible titles which choice best represents the main idea and would make the best title.
- ❑ Read a two- to three-paragraph passage, along with several examples of possible summaries for that passage. Rank the summaries from best to worst (with one being the best), according to how accurately they represent the main idea. Provide two to three supporting details from the passage to defend your number-one selection.
- ❑ Read a complex three- to five-paragraph passage. Briefly summarize this passage in your own words, including the passage's main idea and referencing supporting details as necessary.

11. What else might you need to consider? _____

_____

_____

Enter your observations on your *Making Connections Worksheet*.

Making Connections Worksheet MAP® for Primary Grades

	A Screening	B Skills Checklist	C Survey with Goals
Description	Adaptive?	Adaptive?	Adaptive?
Tests Available			
Scores	Instructional level or diagnostic? Normative Data?	Instructional level or diagnostic? Normative Data?	Instructional level or diagnostic? Normative Data?
Audience			
Testing Intervals			
How Might I Use These?			

For future use, an additional copy of this worksheet is provided in Section 6 of this workbook.

Making Connections Scenario for MAP® for Primary Grades

As you read the scenario and complete the associated activities, you will discover new information about the key concepts and characteristics of the MAP for Primary Grades (MPG) assessments.

Activity materials include:

- The *Reports Portfolio*, which includes reports you will reference.
- The *Normative Data* document, which connects your reports' scores to those of a larger group.
- The *Making Connections Worksheet*, a tool to document your observations.

Note: Recording your observations on the *Making Connections Worksheet* after each activity will help with a later activity in this training.

- The *MPG Test Selection Details* document provides detailed information on the MAP for Primary Grades assessments.

Scenario: Part 1

Bret Lambert is a first grader in your class. Since kindergarten, he has taken the three different tiers of MPG assessments—Screening, Skills Checklist, and Survey with Goals assessments—which comprise the MPG assessment system in reading and math.

In kindergarten, Bret took two assessments: the *MPG Screening: Reading Early Literacy*, which assesses a student's abilities related to rhyming, letter identification, and concepts of print, and the *Screening: Mathematics Early Numeracy*, which assesses a student's ability to count, identify numbers, and do basic computations. These assessments are adaptive, asking more challenging or more basic questions depending on a student's responses.

Activities

Use the *MPG Test Selection Details* document and the *Reports Portfolio* to answer the following questions.

1. Locate Bret's *MAP for Primary Grades Student Report: Screening: Reading Early Literacy*. How did Bret perform on the Visual Discrimination/Phonics portion of the assessment? _____

   _____

2. Which implications can you draw from Bret's screening assessment that might help you design instruction to meet his individual needs? _____

   _____

   _____

3. What assessments does your school presently use to provide this information for reading and mathematics? _____

   _____

   _____

Enter your observations on your *Making Connections Worksheet*.

Scenario: Part 2

As a first grader, Bret has taken several of the 10 Reading and 28 Mathematics Skills Checklist assessments.

The *MPG Test Selection Details* document describes these Skills Checklist tests.

Use these throughout the school year, as often as needed, with individual students, small instructional groups, or your whole class, whenever you need additional information about students' progress. The Reading Skills Checklist assessment randomly presents all the test's questions to each student, but the Mathematics Computation Skills Checklist test ends after the first ten questions if the student has not answered 60% or more correctly.

You decide to assign the same test to all of your students as a pretest. Every student, including Bret, takes a Reading Skills Checklist test called Reading Decoding Spelling Patterns/Word Families.

Activities

Use your *Reports Portfolio* to complete the following.

4. What percentage of the word families did Bret know? _____

5. As Bret's teacher, how could you use this information to plan instruction for him?

   _____

   _____

   _____

6. What information about your students can these assessments provide that you presently lack?_____

   _____

   _____

Enter your observations on your *Making Connections Worksheet*.

Scenario: Part 3

As a first grader, Bret took the MPG Survey with Goals assessment for the first time this year.

The MPG Survey with Goals are adaptive assessments measuring academic growth. Used to find a student's level of instructional readiness, the MPG Survey with Goals assessment can be given up to three times a year.

Each time Bret answers a question, the test scores his prior answers in order to select the following question. If Bret answers a question correctly, he will be presented with a more difficult question. If Bret answers a question incorrectly, he will be given an easier question. This continues until his RIT score is identified. He receives a separate overall RIT score in Reading and Mathematics.

Activities

Use the *MPG Test Selection Details* document and your *Reports Portfolio* to complete the following.

7. Use the *Class Report* to determine Bret's overall RIT score in Reading._____

8. Use *Normative Data t*o determine the Mean RIT for Bret's grade level in Reading in the fall. _____ The Mean RIT is the typical fall reading RIT score for first grade.

Enter your observations on your *Making Connections Worksheet*.

Scenario: Part 4

You want to investigate your students' academic diversity, so you decide to pull up the *Class Breakdown by RIT Report* to help decide how best to meet your students' academic needs.

Activity A

Use your *Reports Portfolio* to complete the following.

9. In Part 3, Question 8, you identified the typical fall reading RIT score for first grade. Use this score to identify which RIT band reflects those students performing at this level. _____

10. What information does this report provide about how best to organize instruction that will meet Bret's needs in Reading? _____

_____

_____

Activities B

You want to learn more about Bret's relative areas of strength and concern in Reading. To do so, click on the subject name, Reading, on the *Class Breakdown by RIT Report* to reference the *Class Breakdown by Goal Report*. This report shows each student's performance in Reading, broken down by ten-point RIT bands.

Use your *Reports Portfolio* to complete the following.

11. On the *Class Breakdown by Goal Report* for Reading, locate Bret Lambert (B.T. Lambert) in the row labeled "Comprehension."

12. In Part 3, Question 7, you recorded Bret's overall RIT score in Reading as _____. (His overall RIT score for reading follows his name.) In which RIT band for Comprehension do you find Bret? _____ Because his RIT band for Comprehension is lower than his overall RIT score, Comprehension is an area of relative concern for Bret.

13. Relative to his overall RIT score, what goal might be an area of strength? _____

_____

Why?_____

_____

Enter your observations on your *Making Connections Worksheet*.

Scenario: Part 5

On the *Class Breakdown by Goal Report*, the RIT bands into which Bret falls point to data statements in a resource called *Primary Grades Instructional Data (PGID)*. *PGID* sequentially presents concepts and skills in beginning literacy and numeracy that are critical to your students' academic development.

- On the *Class Breakdown by Goal Report*, locate the area labeled "Comprehension" and find the group of students including Bret.
- Click on **<all students in the cell>** to view a three-column *PGID* display.

The middle column identifies those skills and concepts Bret is instructionally ready to learn. This information can guide your lesson planning and instruction to fit your students' levels of readiness.

Activities

Use your *Reports Portfolio* to complete the following.

14. What are some skills that Bret is ready to learn?_____

_____

_____

Think About

How might you use all three tiers of assessments comprising the *MAP for Primary Grades* assessment system?

Refer to the *MPG Test Selection Details* document for more detailed descriptions of the three tiers of assessments and those skills assessed by each. If certain features on your *Making Connections Worksheet* are blank, use those pages to locate missing information.

Enter your observations on your *Making Connections Worksheet*.

NOTES:

SECTION 2

Foundations of MAP® Data

Intentionally Left Blank

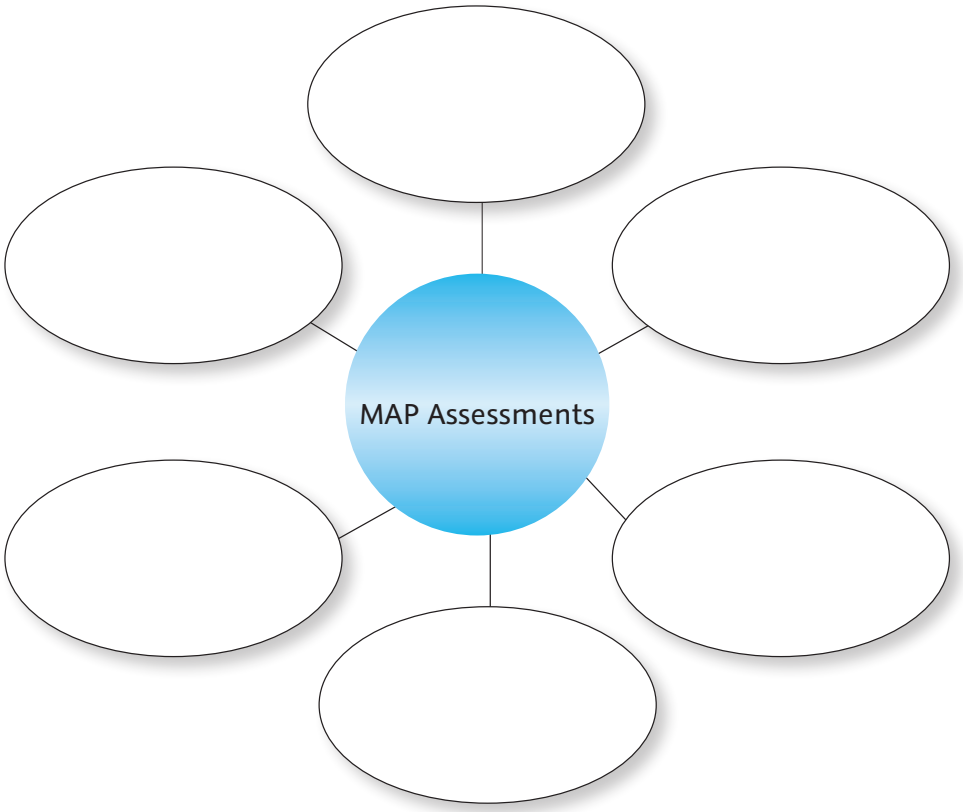
Making Connections

Making Connections is about drawing on your prior and recent knowledge about MAP® so you can confidently explain MAP to students, parents, and colleagues. In this section, you'll cover:

- Key MAP concepts and characteristics
- Tools and ideas for talking with students and parents
- Allowable accommodations and modifications
- A typical testing scenario for proctors and teachers

Making Connections to Form a Whole

What key words or ideas are most important in understanding the MAP assessments?



Build Your Elevator Speech

If you were riding an elevator with someone unfamiliar with MAP, how might you explain it? Building an elevator speech helps you confidently explain MAP to colleagues, students, or parents.

Use the following key MAP concepts and characteristics page to help you organize your elevator speech. This is only your first draft; we'll return to this activity at least twice so you can add to and refine your thoughts.

Write a short paragraph, connecting two or more big ideas, to help synthesize your understanding of MAP.

Build Your Elevator Speech Worksheet

For future use, an additional copy of this worksheet is provided in Section 6 of this workbook.

Key MAP® Concepts and Characteristics

Unlike norm-referenced tests, MAP Survey with Goals assessments are adaptive assessments that adjust to the student's level and identify their strengths and needs. MAP assessments:

- Provide data for finding individual student strengths and needs
- Provide immediate data and dynamic, interactive reports
- Provide information about the instructional level of each student
- Provide information to help inform instructional decisions
- Provide a road map to help students achieve mastery
- Provide data used to identify flexible instructional groups
- Inform differentiated instruction
- Do not determine mastery of skills
- Are individualized for each student; no two tests are exactly alike
- Allow educators to gather data 3-4 times a year and adjust instruction accordingly
- Allow educators to gather data 3-4 times a year to support continuous improvement
- Allow educators to gather data 3-4 times a year to identify and correct obstacles
- Allow educators to gather data 3-4 times a year for data-informed dialogue with colleagues
- Provide scores on an equal-interval scale
- Provide data used to show growth over time
- Provide data that help educators focus on instructional readiness
- Provide data that point to instructional learning statements
- Are independent of grade level
- Link content from state standards to each reporting area of state-aligned MAP assessments (MPG assessments are not currently state-aligned)
- Link the NWEA assessment scale to state proficiency benchmarks, via linking/alignment studies from the NWEA independent research institute
- Provide data that show educators proficiency projections on mandated state tests

Engaging Students and Parents

Students

What do they need to know?	Who will communicate the information to students? How will it be communicated?	When?

Parents

What do they need to know?	Who will communicate the information to parents? How will it be communicated?	When?

For future use, an additional copy of this worksheet is provided in Section 6 of this workbook.

Ideas and Tools for Preparing Students

You may want to use the following resources to prepare students for the upcoming MAP test.

Grades 2-12	***MAP Warm-Up A*** ***Access MAP Student Testing Center (MSTC)***
Grades K-2	***MAP for Primary Grades Warm-Up B*** ***Access MAP Student Testing Center (MSTC)***
Make your own video/PowerPoint® to share with students.	

For Discussion

- Common student questions and discussion points
- Your experience taking the test
- How you plan to use the data with students to help them reach their goals

Talk with Students

Following are common student questions, along with possible responses. Use the Classroom Discussion Points on the next page to discuss with students what to expect from MAP Survey with Goals assessments.

Common Student Questions

Q What are MAP assessments?

MAP assessments are achievement tests in Mathematics, Reading, Language Usage, and Science, taken on a computer.

Q How do MAP assessments work?

The computer displays one test question at a time on the screen. You select an answer using the mouse or the keyboard. The difficulty of the test adjusts based on how you perform on the questions that you answer. It will build a test just for you.

Q Why are we taking MAP assessments?

This test can show me your performance so I can best help you. It can also help me understand those areas that need improvement.

Classroom Discussion Points

Taking the test

- You are not expected to know the answer to every question. Just use your best test-taking strategies.

Note: You may want to review these with the students here.

- You must answer every question. Questions cannot be skipped.
- Once you have answered a question and gone on to the next one, you cannot go back. Because the test uses your past answers to choose the next questions, your answer is locked in.

When you enter the lab

- Make sure you know which computer to use. Either the proctor or I will assign seating.
- You will see a Join Session screen on your computer.

As you are working on the test

- You will have scratch paper and pencils available. Use these to work out questions, then answer them on your computer. Leave scratch paper at the computer; do not remove it from the test room.
- Some Mathematics questions have a pop-up calculator. You do not have to use the calculator if you do not choose to; consider it a resource. The calculator icon will appear at the top of the page. Click on the calculator to show or hide the calculator, which works just like a hand-held calculator. Click the numbers and symbols you want to use.
- Some Reading and Language Usage questions may have passages that are too long to display all at once. These have a scroll bar to the right of the passage. Move the scroll bar up or down to read the entire passage.

When you finish the test

- Raise your hand to let me or the proctor know you are done.
- Do not click any buttons on the screen or press any keys on the keyboard; wait for me or the proctor to do this.
- Sit back from your computer. You may bring a book with you to read after you complete the test.

Other information

- You will have time to get a drink and take a bathroom break before the test begins.
- This is just like any other test; you cannot talk to anyone or use books to look things up.
- Do your personal best on this test. This information is very important in helping us set goals with you and monitor your progress.

Ideas and Tools for Communicating with Parents

Visit NWEA.org to search for the following documents:

- To send a letter: *Sample Parent Letter*
- To provide written information: *Parent Toolkit*
  - Packet of basic information and ways parents can help
- To provide written detail about the assessment: *MAP Basics Overview*
  - Packet of more detailed information about the assessment
  - For parents who want more details but don't want to use a lot of paper, direct them to the *MAP Basics Online Training*.
- Post information on your classroom/school web site.

Typical Testing Scenario for Proctor-Instructor Teams

	Proctors	Instructors
Prior to Testing Days	**Things to Know** ■ Understand the MAP assessment and/or the MAP for Primary Grades assessments ■ Understand testing process **Things to Do** ■ Receive an initial login to MARC. Log in and change your password. ■ Complete the *Manage Test Session* tutorial; reference the *Test Session Guide* ■ Create and modify student profiles if necessary (the data administrator imports the profiles) ■ Access and confirm the test and lab schedule ■ Check headphones and headphone volume (as needed) ■ Prepare for special education modifications ■ Develop a process for providing feedback to the assessment coordinator and/or building administrator ■ Determine steps for troubleshooting workstation problems when issues arise **Resources** ■ Access the Quick Reference *Student Introduction to MAP Testing* for directions to read to students before beginning the test	**Things to Know** ■ Understand the MAP assessment and/or the MAP for Primary Grades assessments ■ Develop a working definition of the Rasch unIT (RIT) scale and what it measures ■ Understand the concept of instructional level versus mastery **Things to Do** ■ Receive an initial login to MARC. Log in and change your password. ■ Complete the *View Reports and Instructional Resources* tutorial; reference the *Reports and Instructional Resources Guide* ■ Talk with students about the MAP assessment; set clear expectations ■ Prepare for special-education modifications ■ If computer lab is available, have students access the Test Warm-Ups ■ Determine seating assignments for the lab ■ Plan for communicating with parents and students
Testing Days: Before Each Class Tests	■ Gather materials for testing environment ▸ List of any student accommodations or modifications ▸ Scratch paper/pencils ▸ Headphones for any MAP for Primary Grades students ▸ Quick Reference *Student Introduction to MAP Testing* ■ Check computers for readiness (see *Test Session Guide*) ■ Create test sessions containing students and selected tests	■ Have students bring a book or an assignment to work on in case they finish early ■ Reinforce expectations for testing environment ■ Bring the class to the computer lab at the designated time; check with the proctor to make sure the lab is ready before allowing students in ■ Help students find their seats

Typical Testing Scenario for Proctor-Instructor Teams (continued)

	Proctors	Instructors
Testing Days: During Each Testing Session	▪ Help students find their computers ▪ Read directions to students before instructing them to begin ▪ Guide students through the Test Warm-Up ▪ Monitor student behavior and testing progress in the MAP system ▪ Pause, suspend, or terminate tests if needed ▪ Invalidate tests if needed	▪ Remind students not to begin until instructed ▪ Remain in the lab to help the proctor monitor students ▪ Encourage students to take their time and use scratch paper if necessary ▪ Alert the proctor to any issues ▪ Make sure that absent students and those who did not complete the test in the scheduled time have adequate time to complete testing
Testing Days: After Each Testing Session	▪ Prepare computers for the next group to test; close MSTC if more than a few minutes between testing sessions (if not, refresh the MSTC screen) ▪ Determine which students need to be scheduled for make-up tests and inform classroom instructor when that will occur	▪ Take students back to class ▪ Debrief testing experience with students ▪ Check in with proctor at the end of the day to get time/day for absent students and those who didn't finish testing ▪ Celebrate successes ▪ Note next steps for improving the process
After Each Testing Day	▪ Give make-up tests as soon as possible (tests must be completed within the testing window) ▪ Communicate any testing issues or scheduling concerns to the building administrator or assessment coordinator ▪ After testing window closes, communicate any procedural recommendations to the building administrator or assessment coordinator to inform the next testing window	▪ Access reports immediately in MARC ▪ Make sure that all students received a valid score ▪ Analyze report data: class and student progress ▪ Discuss scores with individual students and their parents ▪ Use data to plan instruction; implement necessary instructional modifications ▪ Create a plan to collaborate with colleagues ▪ Learn how to determine growth projections ▪ Learn how to access additional resources ▪ Participate with MAP team to assess the testing process (strengths, changes, and next steps) ▪ Communicate staff development needs to administrator

Important Information for Proctors

During testing, you may need to help students do their best by providing the following assistance:

- Show students how to use the up and down arrow keys, the keyboard letters, or keyboard numbers to select answers if they struggle to use the mouse.
- Pause the students' tests to allow time for a wiggle break or to get a drink of water.
- Report any persistent problems with test questions. Use the proctor login at the student's computer and choose **Submit PIR** to send a Problem Item Report to NWEA.

Important! Handle student questions carefully. You may not read any portion of the Language Usage or Reading tests to any student, including special education students, English as a Second Language students, or those on individual education plans. You may pronounce words on the Mathematics and Science tests for any student. You may not read or explain symbols, define words, or provide hints or clarifications.

Allowable Accommodations and Modifications

The adaptive nature of MAP makes it appropriate for students with a wide range of skills and needs. Local schools and districts may determine that certain testing accommodations are appropriate for an individual student. Twenty separate accommodations to the test are allowed, which follow.

Additionally, the MAP system is compatible with third-party software that makes it accessible to visually impaired students. These capabilities include magnification, highlight, and color contrast.

Allowable Accommodations for MAP® and MAP® for Primary Grades Assessments

- **Timing or Scheduling Accommodations**
  - Extend time
  - Offer frequent breaks
  - Divide testing over several sessions
  - Administer at time of day most beneficial to student
- **Response Accommodations**
  - Dictate responses to a scribe*
  - Point to responses for a scribe*

**Scribes, page turners, educational assistants, and other people supporting a student's test must be neutral when responding to the student during the test. Assistants must not "lead" a student to the correct answer; the student's response must accurately represent the student's own choice.*

- **Materials or Devices Used to Solve or Organize Responses**
  - Scratch paper
- **Presentation Accommodations**
  - Read text portions of the Mathematics and Science tests aloud to students (not allowed for the Reading or Language Usage tests)
  - Use visual magnification devices
  - Use auditory amplification devices or noise buffers
  - Read or reread directions to students
  - Sign directions for deaf students
  - Translate directions orally
  - Simplify language in directions
  - Clarify directions
  - Highlight words in directions
  - Masks or markers to limit distractions (for example, the student may use a sticky note, index card, or a blank sheet of paper to move down the screen as he or she reads)

Allowable Accommodations for MAP® and MAP® for Primary Grades Assessments (continued)

- **Setting Accommodations**
  - Test an individual student in a separate setting
  - Test a small group of students in a separate but familiar location (for example, in a Title I room or counselor's office)
  - Minimize distractions (for example, use a study carrel)

Professional Development Opportunities

NWEA™ Online Professional Development Opportunities

Tutorial: In MARC, click the *View Reports and Instructional Resources* tutorial to learn about accessing reports and instructional resources.

NWEA™ On-site Professional Development Opportunities

Stepping Stones to Using Data

Participants work with the reports available after their first test season. They engage with other faculty to create an environment responsive to all students' needs and:

- Learn how to access, interpret, and analyze data
- Learn how to use instructional resources
- Review NWEA resources and plan together to use data in ongoing work

Climbing the Data Ladder

Participants learn more about using instructional resources such as *DesCartes: A Continuum of Learning®* and *Primary Grades Instructional Data* to help differentiate instruction and improve learning.

This workshop focuses on:

- Using NWEA resources to differentiate classroom instruction
- Using state standards and *DesCartes* in lesson planning
- Using *Primary Grades Instructional Data* in lesson planning
- Creating instructional ladders

Growth and Goals

Participants with at least two seasons of data use growth data as the basis for establishing and evaluating goals. Participants learn how to:

- Evaluate growth data and engage in effective goal-setting practices
- Work with students to set growth projections
- Analyze data over time to identify effective programs and instructional practices
- Use growth norms and research

Please have your staff development coordinator contact your partner relations representative for more information about or to schedule workshops.

MAP® Administration Sample Teach-Back Plan for Web-Based Users

Task	Person(s) Responsible	Resources	Possible Roadblocks/ Strategies to Overcome	Time Needed	Date of Completion
Following workshop, MAP Leadership Team will plan professional development teach-back sessions (relating to workshop content) for staff.	▪ Administrator ▪ Reading/Math specialist ▪ Data coach ▪ MAP leadership team	▪ Workshop materials ▪ Substitute teachers for one-day planning	▪ Funds for substitute teachers	▪ As needed	Within two weeks of MAP Administration workshop
Teach-Back Session 1:	**Learning Target: Understanding the adaptive nature and unique features of the MAP assessments.**				
Introduction to MAP assessments ▪ What are MAP assessments? ▪ What's in it for me? **Activity** ▪ View the *MAP Basics* recorded online training. ▪ Discuss how MAP assessments differ from other assessments.	▪ Assessment coordinator ▪ Administrator ▪ Grade-level lead instructors	▪ Computer lab with Internet connectivity ▪ *MAP Basics* recorded online training	▪ Time ▪ "We already test too much."	▪ One hour	Within two weeks of MAP Administration workshop and prior to testing
Teach-Back Session 2:	**Learning Target: Proctoring a MAP assessment**				
Administration of MAP tests ▪ Scheduling. ▪ Talking with students about the test. **Activity** ▪ Discuss lab schedules. ▪ Use the Test Warm-Ups. ▪ Develop a plan for talking with students.	▪ Assessment coordinator ▪ Administrator ▪ Data administrator ▪ Proctors	▪ Computer lab with Internet connectivity ▪ *Manage Students and Test Sessions* tutorials found in **MARC > Information Center > Tutorials** ▪ *Test Session Guide* found in **MARC > Guides** ▪ *Proctor Tips and Troubleshooting* Quick Reference found in **MARC > Help > Quick References**	▪ Time	▪ One hour	Within one month of MAP Administration workshop and prior to testing

Task	Person(s) Responsible	Resources	Possible Roadblocks/ Strategies to Overcome	Time Needed	Date of Completion
Teach-Back Session 3:	**Learning Target: Proctoring a MAP assessment.**				
Proctoring MAP assessments ▪ Discuss roles and responsibilities of proctors. ▪ Discuss testing schedules. **Activity** ▪ View the *Manage Students* and *Manage Test Sessions* tutorials. ▪ Prepare testing schedules.	▪ Assessment coordinator ▪ Administrator ▪ Data administrator ▪ Proctors	▪ Computer lab with Internet connectivity ▪ *Manage Students and Test Sessions* tutorials found in **MARC > Information Center > Tutorials** ▪ *Test Session Guide* found in **MARC > Guides** ▪ *Proctor Tips and Troubleshooting* Quick Reference found in **MARC > Help > Quick References**	▪ Time	▪ One hour	Within one month of MAP Administration workshop and prior to testing
Teach-Back Session 4:	**Learning Target: Understand available MAP assessment-related reports.**				
Reports and instructional resources ▪ Discuss basic online reports available after testing. **Activity** ▪ View the *View Reports* and *Instructional Resources* tutorial. ▪ Develop a plan for accessing reports immediately after testing.	▪ Assessment coordinator ▪ Administrator ▪ Grade-level lead instructors	▪ Computer lab with Internet connectivity ▪ View the *Reports and Instructional Resources* tutorial found in **MARC > Information Center > Tutorials** ▪ *Reports and Instructional Resources Guide* and *Reports Reference* documents found in **MARC > View Reports and Instructional Resources > MAP Reports > Information Center** ▪ *MAP Reports Summary* Quick Reference found in **MARC > Help > Quick Reference**	▪ Time	▪ One and a half hours	Within one month of MAP Administration workshop and either prior to or immediately following testing

MAP® Administration Sample Teach-Back Plan for Web-Based Users (continued)

Task	Person(s) Responsible	Resources	Possible Roadblocks/ Strategies to Overcome	Time Needed	Date of Completion
Teach-Back Session 5:	**Learning Target: Accessing reports and resources available to MAP users.**				
Lab Experience ■ Walk through MARC to learn report options and how to use different report views. ■ Access Instructional Resources (*DesCartes* and *Primary Grades Instructional Data*) to learn how these tools can inform instruction. **Activity** ■ Guide the staff through MARC to view reporting options, *DesCartes*, and *Primary Grades Instructional Data*. ■ Have staff work through the *MAP Administration Lab Experience* document	■ Assessment coordinator ■ Administrator ■ Grade-level lead instructors	■ Computer lab with Internet connectivity ■ Access to **MARC > MAP Reports** ■ Access to **MARC > Instructional Resources** ■ *MAP Administration Lab Experience* document	■ Time ■ Computer lab availability	■ One and a half hours	Within one month of MAP Administration workshop and prior to testing
Teach-Back Session 6:	**Learning Target: Understanding additional resources for MAP assessment users.**				
Other Resources ■ SPARK Community online community for sharing ideas ■ *Norms Study Resources* normative data resources and documentation ■ *State Linking/Alignment Studies* links the RIT scale to proficiency levels from state assessments ■ *State Goal Structures* connects content from state standards to reporting areas of each state-aligned MAP test	■ Assessment coordinator ■ Administrator	■ Computer lab with Internet connectivity ■ SPARK Community and *Norms Study Resources* are found in **MARC > View Reports and Instructional Resources > MAP Reports > Information Center** ■ *State Linking/Alignment Studies* and *State Goal Structures* are found at **NWEA.org > Our Research > State Information.** Choose your state to access studies	■ Time	■ One hour Suggestion: ■ Spend 15 minutes on each resource as part of a monthly staff meeting	Within one month of NWEA workshop and ongoing, as needed

Teach-Back Timeframe Suggestions

Whole Day Teach-Back	Half-Day Teach-Back: Day 1	Half-Day Teach-Back: Day 2
▪ Session 1: 1 hour ▪ Session 2: 1 hour ▪ Session 3: 1 hour ▪ Lunch Break ▪ Session 4: 1.5 hours ▪ Session 5: 1.5 hours	▪ Session 1: 1 hour ▪ Session 2: 1 hour ▪ Session 3: 1 hour	▪ Session 4: 1.5 hours ▪ Session 5: 1.5 hours

Conduct Incremental Teach-Backs by choosing the session that is timely and relevant to your needs. Time allocations are listed for each specific teach-back session.

Sessions provided based on school resources (lunch or after school, release time, etc.). Ongoing coaching and data sessions could be planned for instructors to discuss accessing and analyzing data during common planning times, release days, etc.

Planning Forward

Now that you've learned more about the Measures of Academic Progress® (MAP®) system, please share your thoughts. Your ideas will be collected and shared with your leadership team to inform their ongoing professional development plans for this year and the future. As you continue using MAP and MAP for Primary Grades, your goals and needs will likely change. By regularly communicating these changes to your leadership team, we can provide the best support for your school's unique needs.

I would like to use MAP/MPG data in the following way(s):	I would like professional development on the following topics to support my goal:	The following learning modalities (delivery formats or learning styles) work best for me:	I might need other resources (e.g. time, people, money, or technology):

For future use, an additional copy of this worksheet is provided in Section 6 of this workbook.

SECTION 3

Lab Experience

Intentionally Left Blank

MAP® Administration Lab Experience for Web-Based MAP Users Experiencing the MAP Test: Part 1

Using MAP Administration and Reporting Center (MARC) and MAP Student Testing Center (MSTC)

During this section of the lab experience, you will discover the adaptive nature of the MAP assessment and learn how this assessment is unlike other standardized tests. You will also learn the steps necessary for starting a testing session, selecting students for testing, selecting the appropriate tests, and pausing, suspending, and terminating tests. This lab experience will involve two participants; one who plays the role of the proctor and one who plays the role of the student.

Proctor Activity, Part 1: Setting Up a Test Session

Access MARC using the user name and password provided.

- In the blue navigation menu on the left, select **Manage Test Sessions**.
- Click **Find Students to Test**.
- Choose:

  School: _____

  Grade: _____

  Instructor: _____

  Class: _____
- Then click **Search**.
- You may also search for students by name.
- In the Student(s) Found window, all students are selected by default. For this activity, deselect all students by clicking the check box above the student name list. Check your student's name; you may need to scroll through the list to find your student. Click **Add Students**.
- Your student will appear in the Student List section.
- Check the box in front of your student's name and click **Assign Test**. Choose a test from the drop-down list and click **Assign**.
  - You may assign the same test to an entire class or assign different tests to different students or groups of students.
  - For example, you can assign a screening test to all kindergarten students or assign a 6+ test to middle- or high-school students (if proctoring a make-up session).
- Click **Test Now**.
- When the Test Students screen with the testing session name and password appears, share this with students (for example, by writing it on the board).

  Testing session name: _____

  Password: _____
- Notify your partner (the student) that the testing session is ready.

Student Activity, Part 1: Student Login

Note: If you are taking a MAP for Primary Grades (MPG) test, please use the headphones provided.

Access the sample testing environment: MSTC.

- While waiting for your partner (the proctor) to set up the test session, click:
  - **Warm-Up A** for MAP, or
  - **Warm-up B** for MPG.
  - View **Lesson 1: Joining a test session** and **Lesson 2: Answering questions**.
- Think about how you might use these with your students.

Your partner will notify you when the testing session is ready.

Once the testing session is ready:

- Use the testing session name and password that the proctor provides. Click **Join**.
- Begin typing your student first name; this should appear on the list, along with your assigned test. Click **Next**.
- Verify that the information on the next screen is correct. Click **Yes**.
- Wait for the proctor to confirm your test.

Web-Based MAP Lab Experience: Part 2

Proctor Activity, Part 2: Confirm the Test

- Once the student has joined the session, confirm him or her by clicking the check box preceding the student name or by selecting **All** from the Select Status drop-down box.
- Select **Confirm** from the drop-down box and click **Go** to begin.

Student Activity, Part 2: Take the Test

- After the proctor confirms your test, Start Test will appear. Click **Start Test** to begin.

Note: The proctor will practice pausing and resuming your test during your practice time. You will receive a message that your test has been paused, and the questions will disappear. Once your test resumes, the questions will reappear.

Proctor Activity, Part 3: Pause and Terminate the Test

You may pause, suspend, or terminate the test any time during the session.

- Options:
  - **Pause** and **Resume**: Temporarily stops, and then restarts, the test (e.g., for a bathroom break).
  - **Suspend**: Stops the test for a longer period of time (e.g., to let a student finish the test later).
  - **Terminate**: Ends the test completely.

Let the student answer several questions before clicking the box preceding the student's name.

- Pause the test:
  - Under the Action drop-down box, choose **Pause** and click **Go**.
  - This highlights the student's status and notifies the student that you paused the test.
- Resume the test:
  - Choose the student name. Click **Resume**, then **Go**. Let the student answer a few more questions.
- Terminate the test:
  - Under the Action drop-down box, choose **Terminate** and click **Go**.
  - For this practice session, **please terminate the test** if your partner (the student) does not have time to finish.
  - When using the **Suspend** or **Terminate** actions, you must choose **Test Again** to let the student continue or start again.
- Click **End Testing Session**.
- Do NOT save the testing session.
- In an actual testing session, consider preparing testing sessions ahead of time and saving them for quick access.

Note: Tests can be interrupted from the student computer as well. Please see the *Proctor Tips and Troubleshooting* Quick Reference for this information.

MAP® Administration and Reporting Center (MARC) > Home: Part 2

The MARC home page contains resources and tools that maximize your MAP assessment data.

First, log into MARC (passwords are case-sensitive):

User name: **HowardSabaPD**

Password: **Instructor02**

Guides

Several guides can help you start using MAP Assessments.

- *Assessment Coordination Guide*: For users who plan and coordinate assessment activities and test seasons.
- *Data Management Guide*: For users who manage data for a school or organization and intend to provide high-quality reports.
- *Reports and Instructional Resources Guide*: For users who access reports and instructional resources.
- *System Administration Guide*: For users who prepare computer networks for MAP.
- *Test Session Guide*: For users who manage student testing, from test planning through administration.
- *Transition Guide*: For users who are transitioning from Client-Server MAP to Web-Based MAP.

Information Center

The Information Center is divided into sections that assist with specific tasks and link to other resources.

- Tutorials: Short how-to tutorials about MAP.
- Test Warm-ups: Demonstrates how to join testing sessions and answer questions.
- Links: Links to outside resources.
- Downloads: Lockdown browsers.
- Templates: For taking rosters of students, users, and programs.

Test Warm-Ups

Test Warm-Ups can be used to demonstrate the MAP assessment to your students and inform their expectations prior to testing.

- Click the applicable **Test Warm-Up** link: either **MAP** or **MAP for Primary Grades**.
  - Section 1: Learn to join a test session.
  - Section 2: Learn to answer test questions.

Note: Students and instructors may access the Test Warm-Up from the MAP Student Testing Center. Only users can access the warm-ups via MARC; students cannot access MARC.

SPARK Community

The SPARK Community is an online community where educators collaborate and share resources, including how to use MAP.

- Click the **SPARK Community** link.
- From the SPARK Community page:
  - Click the **Visit the Community** link to explore the site.
  - If you are not a member, click **Register** to join.

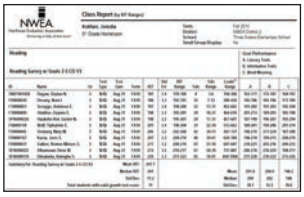
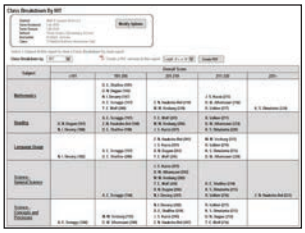
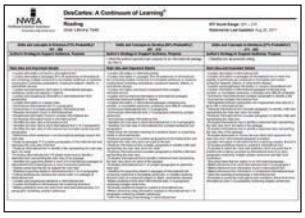
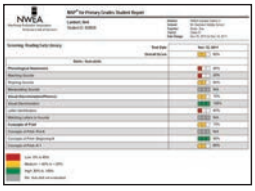
Help Menu

The Help Menu aids specific tasks:

- Quick References
  - System Setup
    - Permissions by Role
    - Roles and Responsibilities
    - System and Bandwidth Requirements
  - Reports
    - MAP Reports Summary
    - Operational Reports Summary
  - Testing
    - Proctor Tips and Troubleshooting
    - Student Introduction to MAP Testing
    - Primary Grades Test Selection
- Frequently Asked Questions
  - General Questions
  - Technical Questions
  - Reports Questions

NoteCatcher

Use to record information about the following reports:

	Data	Where to Access	Possible Uses
Class Report 			
Class Breakdown Reports 			
DesCartes or Primary Grades Instructional Data 			
Student Progress Report 			
Primary Grades Skills Checklist or Screening Class & Student Report 			

For future use, an additional copy of this worksheet is provided in Section 6 of this workbook.

MARC > View Reports & Instructional Resources > MAP Reports (Instructor View)

Open a browser and log into MARC (passwords are case-sensitive).

Primary instructor:	User name: **JenishaKotifani** Password: **Instructor01**
Standard MAP instructor:	User name: **HowardSabaPD** Password: **Instructor02**

Select **View Reports and Instructional Resources > MAP Reports** from the left navigation menu.

Class Report

The *Class Report* is a good beginning point to examine the academic diversity in your class and plan for instruction.

Click the **Class Report** link from the MAP Reports box.

- Choose the previous fall term from the drop-down Term box.
- Select the subjects you wish to view (you may select all of them) and the following report options:
  - Optional Grouping: None
  - Sort Order: Test RIT
  - Goal Range: Goal RIT Ranges
- Click **Create Report** to open the report in a new window.
- Return to the Class Report page and choose different options. Compare this report to your first one.

Class Breakdown Reports

Class Breakdown Reports give a visual representation of the academic diversity in your class.

Click the **Class Breakdown Reports** link from the MAP Reports box.

- Select **Term, School, Instructor**, and **Class** from the drop-down boxes.
- Options: View a Class Breakdown by RIT, Goal, or Projected Proficiency.
- Choose **Class Breakdown by RIT** and click **Create Report**. This generates a report showing students separated by 10-point RIT bands in each subject.
- Choose **Mathematics** under the Subject column. This displays the *Class Breakdown by Goal Report* for Mathematics, or every student in the Mathematics goal areas, separated by 10-point RIT bands.

DesCartes: A Continuum of Learning® or Primary Grades Instructional Data (PGID)

DesCartes describes those skills and concepts aligned with the goal structures and content of your state standards.

PGID describes those skills and concepts aligned with goal structures from various professional organizations (e.g., National Council of Teachers of Mathematics or International Reading Association).

- From the *Class Breakdown by Goal Report*, click the **<all students in the cell>** link for direct access to *DesCartes* or *PGID* statements related to that RIT band.
    - You may also access *DesCartes* and *PGID* from the View Reports and Instructional Resources page by clicking **Instructional Resources** on the left navigation bar.

Student Progress Report

The *Student Progress Report* is helpful to share with parents. It can be viewed as text, graph*, or both.

Choose the **Student Progress Report** link from the MAP Reports box.

- Select a student by clicking the box preceding the student's name.
- Select the previous fall term from the Term drop-down and choose the following Report Options:
    - Comparison Period: Fall to Spring
    - Type of Report: Both
    - Goal Ranges: Goal Descriptor
    - Reference: District Average RIT and Norm Group RIT
    - Test Events: Growth Only
- Click **Create Report**.
    - For viewing a report for one student, use the Quick Search box in the lower right side of the MAP Reports page.

*The graph version will not display data until the student has at least two terms on which to report.

MAP® for Primary Grades Class Report and Student Report (for Screening and Skills Checklist tests)

MPG Screening and Skills Checklist tests provide both *Class* and *Student Reports*.

- Choose **MAP for Primary Grades Class Report** from the MAP Reports box.
    - Choose the previous fall term from the **Roster Term** drop-down and the test you would like to view from the **Test Name** drop-down box.
    - Click **Create Report**.
    - Select one or two sub-skills by clicking the box preceding the skill. Click **Create Sub-skill Report** to display students' performances in particular sub-skills.
    - Click on a **student name** to display the **MAP for Primary Grades Student Report**.

You may also generate a *Student Report* by selecting **MAP for Primary Grades Student Report** from the MAP Report box.

Lexile.com

MetaMetrics, Inc. has developed The Lexile® Framework for Reading. Your MAP Reading reports include Lexile® measures for your students.

Along with MAP reports, Lexile.com includes resources that help you use Lexile® measures in your classroom.

If time allows, explore Lexile.com for ideas on differentiating instruction based on diverse reading levels within your classroom.

- To get started, click the **Using Lexile® Measures tab**, then click **Lexile® at School**.

SECTION 4

MAP® for Primary Grades Resources

Intentionally Left Blank

MAP® for Primary Grades: Reading Goal Structure

For MAP for Primary Grades Survey with Goals assessments

Each reported goal area contains items organized by sub-goal categories.

Content of Test:
Primary Grades Reading

Phonological Awareness	Vocabulary and Word Structure
Sub-goal Category: 1. Phoneme Identification 2. Blending[1] 3. Rhyming 4. Manipulation of Sounds and Syllabication	Sub-goal Category: 1. Sight Words 2. Content Vocabulary and Context Clues 3. Synonyms, Antonyms, Homonyms, Homographs, Homophones 4. Base Words, Prefixes, Suffixes 5. Compound Words, Contractions
Phonics	**Comprehension**
Sub-goal Category: 1. Consonants 2. Vowel Patterns 3. Spelling Patterns and Rhyming 4. Letter-Sound Manipulation and Syllabication in Written Words	Sub-goal Category: 1. Literal Comprehension 2. Interpretive Comprehension 3. Evaluative Comprehension
Concepts of Print	**Writing**
Sub-goal Category: 1. Developmental Reading Skills 2. Developmental Writing Skills 3. Environmental Print	Sub-goal Category: 1. Writing Process 2. Conventions of Language 3. Language Structure, phrase, Sentence, Paragraph 4. Grammatical Patterns

[1] Current item styles do not allow segmenting to be assessed.

MAP® for Primary Grades: Mathematics Goal Structure

For MAP for Primary Grades Survey with Goals assessments

Each reported goal area contains items organized by sub-goal categories.

Content of Test:
Primary Grades Math

Problem Solving	Measurement and Geometry
Sub-goal Category: 1. Understand and Represent Problems 2. Solutions Strategies and Verification of Answers 3. Logic, Reasoning, Conjectures, and Proof	Sub-goal Category: 1. Attributes, Compare and order, Appropriate Tool and Unit 2. Measure Using Standard and Non-standard Units, Estimation
Number Sense	**Statistics and Probability**
Sub-goal Category: 1. Count 2. Identify and Represent: Whole Numbers and Basic Fractions 3. Relative Position and Magnitude 4. Place Value and Base-Ten System	Sub-goal Category: 1. Data Collection, Organization, and Display 2. Data Analysis 3. Probability and Predictions
Computation	**Algebra**
Sub-goal Category: 1. Addition 2. Subtraction 3. Readiness for Multiplication and Division	Sub-goal Category: 1. Attributes, Patterns, and Functions 2. Understand Algebraic Concepts 3. Application of Algebraic Concepts

[1] Current item styles do not allow segmenting to be assessed.

MAP® for Primary Grades: Test Selection Details
Appendix A: MAP® Assessment and Coordination Guide

MPG Tests

MAP for Primary Grades assessments were created to give primary grade instructors a more efficient means than a one-on-one assessment between instructor and student for:

- Determining classroom grouping for differentiated instruction
- Identifying appropriate curriculum
- Identifying student needs

MPG assessments measure achievement in reading and mathematics for students in the kindergarten to the end of second grade. MPG tests include multiple-choice questions and other question types that allow the system to measure a broad range of student capabilities.

All MPG test questions include audio in their presentation to allow measurement of a variety of language skills. Audio presentation also prevents differences in students' reading skills from decreasing the validity of mathematics test results.

The MPG test types are:

- Screening
- Skills Checklist
- Survey with Goals

All MPG tests are defined by NWEA and are not aligned with specific state standards.

MPG Screening Tests

The MPG Screening tests, developed for students at the earliest stages of learning reading and mathematics—particularly kindergarten—are used to measure the foundational skills of letter and number understanding. These foundational skills are needed for successful development of reading and mathematics proficiency. Results of MPG Screening tests are reported in percent correct.

The Screening tests are designed to adjust to more challenging or more basic questions depending on the need of the students as they proceed through the test. Screening tests are sometimes used for students who may not be ready for the Survey with Goals tests.

The Screening tests can replace many one-on-one manual assessment sessions between students and instructors, restoring valuable hours of instructional time. Screening tests can be administered many times during the school year to give a snapshot of the actual learning that is taking place around these foundational skills and concepts.

NWEA offers the following MPG Screening tests:

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

Question Selection for MPG Screening Tests

Screening tests are fixed tests with a very limited pool of questions. A Screening test presents questions in random order. The test adapts after the first half of the questions to select the more difficult or less difficult set of questions, based on the student's performance to that point.

Each Screening test presents 2 or 4 familiarization questions, 30 test questions, and 1 reward item. Each Screening test is divided into 3 skill areas. Each skill area contains 3 sub-skills of varying difficulties, for a total of 9 sub-skills. Each student receives scores in only 6 of the 9 sub-skill areas, as explained below.

Test questions are selected for each student from the skill areas in the following manner:

1. The student begins with 5 questions from each skill area (for a total of 15). These questions are from the intermediate difficulty sub-skill within each skill area.

   Example: From the reading test's Phonological Awareness skill area, the student receives 5 questions from the Rhyming Words sub-skill (the intermediate difficulty sub-skill shown in Table 17: Reading Early Literacy Screening Skill Areas).

2. The number of questions answered correctly in each skill area determines the sub-skill within each skill area to be tested next.

   - If the student answers 4 or 5 questions from a skill area correctly, the next 5 questions are selected from the more difficult sub-skill within the skill area.

     Example: The student answers 4 questions correctly from the Rhyming Words sub-skill. The next 5 questions for the Phonological Awareness skill are from the Manipulating Sounds sub-skill (the more difficult sub-skill).

   - If less than 4 answers are correct, the next 5 questions are from the less difficult sub-skill.

This selection process occurs independently for each of the 3 skill areas, for a total of 15 additional questions.

Each student receives scores in 6 of the 9 sub-skill areas, as shown in the following figure.

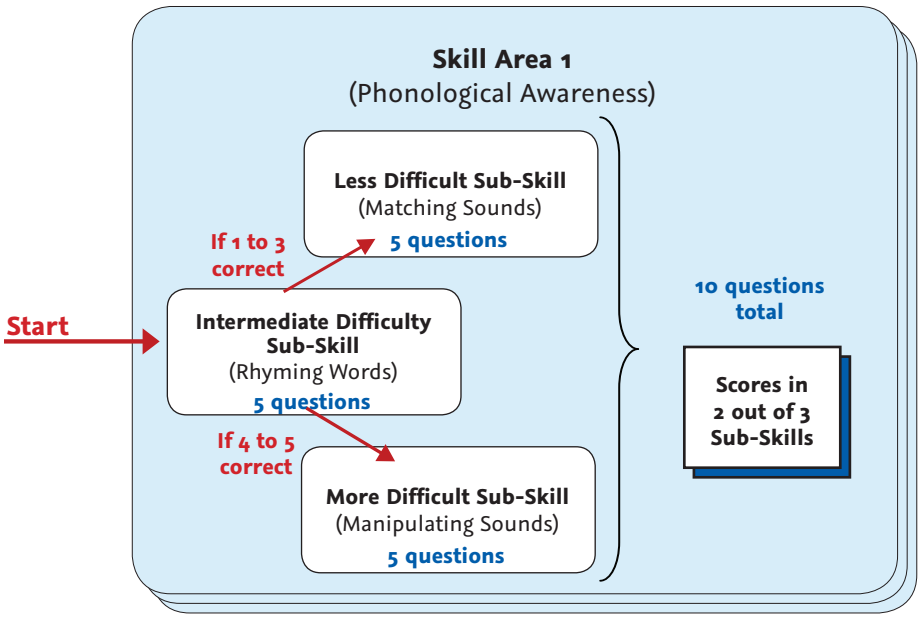


Figure 7: Selection Process for Questions in MPG Screening Test

Within each skill area, the sub-skills are listed in order of increasing difficulty, as described in the following tables.

Table 16: Mathematics Early Numeracy Screening skill Areas

SKILL AREA	SUB-SKILL
Counts	▪ Rote Counting: Counts to a Number ▪ Counts 1 to 10 and One-to-One Correspondence for 1 to 10 ▪ One-to-One Correspondence for 11 to 20
Number/Numeral	▪ Matches Numerals 1 to 10 ▪ Identifies Numerals 1 to 10 ▪ Identifies Numerals 11 to 20
Computation	▪ Identifies Numbers of Objects: More/Fewer ▪ Computes with Manipulatives: Moving Objects ▪ Computes with Manipulatives: Numerical Answer

Table 17: Reading Early Literacy Screening Skill Areas

SKILL AREA	SUB-SKILL
Phonological Awareness	▪ Matching Sounds ▪ Rhyming Words ▪ Manipulating Sounds
Visual Discrimination/ Phonics	▪ Visual Discrimination of Words ▪ Letter Identification ▪ Matching Sounds to Letters
Concepts of Print	▪ Understanding Pre-Reading Behaviors ▪ Orienation to the Page ▪ Identify Title/Author and Counting Words

MPG Skills Checklist Tests

MPG Skills Checklist tests provide educators with data on specific content. The Skills Checklist tests go beyond the Screening tests and are used to inform instruction relative to the following skills:

- Reading: Phonological awareness, phonemic awareness, letter identification, and phonics
- Mathematics: Number sense and computation

Instructors can use Skills Checklist tests:

- To determine student performance relative to many reading and mathematics skills
- For instructional planning
- To measure instructional effectiveness

The Skills Checklist tests can replace many one-on-one manual assessment sessions between students and instructors, restoring valuable hours of instructional time. These tests may be administered as often as is useful for the instructor.

Results of MPG Skills Checklist tests are reported in percent correct. NWEA offers both Reading and Mathematics MPG Skills Checklist tests.

Question Selection for MPG Skills Checklist Tests

The Reading Skills Checklist tests randomly present all questions in the test to each student.

The Mathematics Computation Skills Checklist tests randomly present questions and automatically stop after the first 10 questions, if the student is not scoring at least 60% at that point in the test. Students who answer 60% or more of the first 10 questions correctly will then see all the remaining questions in the test. This should give the instructor the maximum amount of information about which Mathematics concept the student does and does not understand in the various sub-skills without frustrating the students.

MPG Reading Skills Checklist

NWEA offers a range of MPG Reading Skills Checklist Tests, described in the following table:

Table 18: MPG Reading Skills Checklist Tests

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

Mathematics Skills Checklist Tests

NWEA offers a range of MPG Mathematics Skills Checklist Tests, described in the following table:

Table 19: MPG Mathematics Skills Checklist Tests

NAME OF TEST	QUESTIONS	CONTENT
Mathematics Computation to 10 Using Manipulatives	■ 1 familiarization question ■ 20 test questions ■ 1 reward item	■ Addition: Computation and Story Problems – Using Manipulatives ■ Subtraction: Computation and Story Problems – Using Manipulatives
Mathematics Computation to 10 Using Numbers	■ 1 familiarization question ■ 25 test questions ■ 1 reward item	■ Addition: ■ Two 1-Digit Numbers – Horizontal and Vertical ■ Three 1-Digit Numbers ■ Subtraction: Two 1-Digit Numbers – Horizontal and Vertical
Mathematics Computation to 10 Using Problem Solving	■ 1 familiarization question ■ 10 test questions ■ 1 reward item	■ Addition: Story Problems – Result Unknown ■ Subtraction: Story Problems – Result Unknown
Mathematics Computation to 20 Using Manipulatives	■ 1 familiarization question ■ 20 test questions ■ 1 reward item	■ Addition: Story Problems - Using Manipulatives ■ Subtraction: Computation – Using Manipulatives
Mathematics Computation to 20 Using Numbers	■ 1 familiarization question ■ 25 test questions ■ 1 reward item	■ Addition: ■ Two 1-Digit Numbers – Horizontal and Vertical ■ Three 1-Digit Numbers ■ Subtraction: Two 1-Digit Numbers – Horizontal and Vertical
Mathematics Computation to 20 Using Problem Solving	■ 1 familiarization question ■ 10 test questions ■ 1 reward item	■ Addition: Story Problems – Result Unknown ■ Subtraction: Story Problems – Result Unknown
Mathematics Computation to 100 Using Manipulatives, No Regrouping	■ 1 familiarization question ■ 20 test questions ■ 1 reward item	■ Addition and Subtraction – Using Manipulatives ■ Multiplication – Using Manipulatives ■ Division – Using Manipulatives
Mathematics Computation to 100 Using Numbers, No Regrouping	■ 1 familiarization question ■ 35 test questions ■ 1 reward item	■ Addition: ■ 1- or 2-Digit Numbers – Horizontal and Vertical ■ Multiple 1- and 2-Digit Numbers ■ Subtraction: Two 1- or 2-Digit numbers – Horizontal and Vertical ■ Multiplication: Basic Facts – Horizontal and Vertical

Mathematics Skills Checklist Tests (continued)

NAME OF TEST	QUESTIONS	CONTENT
Mathematics Computation to 100 Using Problem Solving, No Regrouping	■ 1 familiarization question ■ 25 test questions ■ 1 reward item	■ Addition: Story Problems – Result Unknown ■ Addition: Story Problems – Start or Change Unknown ■ Addition: Story Problems – Multiple Numbers ■ Subtraction: Story Problems – Result Unknown ■ Subtraction: Story Problems – Start or Change Unknown
Mathematics Computation to 100 Using Manipulatives with Regrouping	■ 1 familiarization question ■ 20 test questions ■ 1 reward item	■ Addition and Subtraction – Using Manipulatives ■ Multiplication – Using Manipulatives ■ Division – Using Manipulatives
Mathematics Computation to 100 Using Numbers with Regrouping	■ 1 familiarization question ■ 35 test questions ■ 1 reward item	■ Addition: 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
Mathematics Computation to 100 Using Problem Solving and Estimating with Regrouping	■ 3 familiarization questions ■ 35 test questions ■ 1 reward item	■ Addition: Story Problems and Estimation ■ Subtraction: Story Problems and Estimation
Mathematics Computation to 1000 Using Manipulatives	■ 1 familiarization question ■ 20 test questions ■ 1 reward item	■ Addition: Using Manipulatives ■ Subtraction: Using Manipulatives ■ Multiplication: Using Manipulatives ■ Division: Using Manipulatives (with remainders)
Mathematics Computation to 1000 Using Numbers	■ 2 familiarization questions ■ 20 test questions ■ 1 reward item	■ 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
Mathematics Computation to 1000 Using Problem Solving and Estimating	■ 3 familiarization questions ■ 30 test questions ■ 1 reward item	■ Addition: Story Problems and Estimation ■ Subtraction: Story Problems and Estimation ■ Multiplication: Story Problems ■ Division: Story Problems

Mathematics Skills Checklist Tests (continued)

NAME OF TEST	QUESTIONS	CONTENT
Mathematics Number Sense to 10: Counting, Ordering, Place Value	■ 3 familiarization questions ■ 31 test questions ■ 1 reward item	■ 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
Mathematics Number Sense to 10: Identifying and Representing	■ 3 familiarization questions ■ 34 test questions ■ 1 reward item	■ 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¢
Mathematics Number Sense to 20: Counting, Place Value	■ 2 familiarization questions ■ 24 test questions ■ 1 reward item	■ 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
Mathematics Number Sense to 20: Ordering	■ 1 familiarization question ■ 30 test questions ■ 1 reward item	■ Identifies Position: 11th to 20th ■ Compares Numbers 1 to 20 Using Words ■ Identifies Number 1 More or Less Than a Given Number ■ Identifies Numbers Between Two Given Numbers ■ Compares the Value of One Coin to Another: Penny, Nickel, Dime
Mathematics Number Sense to 20: Identifying and Representing	■ 3 familiarization questions ■ 34 test questions ■ 1 reward item	■ Identifies Numerals and Represents Numbers ■ Composes and Decomposes Numbers ■ Identifies Multiple Ways of Representing Numbers ■ Identifies or Represents Fractions: Fourths
Mathematics Number Sense to 100: Counting	■ 1 familiarization question ■ 21 test questions ■ 1 reward item	■ Counts on by 1s, 2s, 5s, and 10s ■ Counts by 10s to 100
Mathematics Number Sense to 100: Ordering	■ 1 familiarization question ■ 25 test questions ■ 1 reward item	■ Compares Numbers ■ Identifies Numbers 1 Greater Than and Less Than a Given Number ■ Identifies Numbers Between Two Given Numbers ■ Orders and Compares the Value of Coins

Mathematics Skills Checklist Tests (continued)

NAME OF TEST	QUESTIONS	CONTENT
Mathematics Number Sense to 100: Place Value	■ 1 familiarization question ■ 20 test questions ■ 1 reward item	■ Identifies Standard Form Name ■ Identifies Number of sets given pictures ■ Identifies number of sets given numbers ■ Reorganizes groups of 10s and 1s
Mathematics Number Sense to 100: Identifying and Representing	■ 2 familiarization questions ■ 35 test questions ■ 1 reward item	■ Identifies numerals ■ Represents numbers ■ Composes and Decomposes numbers ■ Identifies multiples ways of representing numbers ■ Fractions: thirds ■ Money
Mathematics Number Sense to 1000: Counting	■ 1 familiarization question ■ 24 test questions ■ 1 reward item	■ 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
Mathematics Number Sense to 1000: Ordering	■ 1 familiarization question ■ 35 test questions ■ 1 reward item	■ Compares numbers using words and symbols ■ Identifies number 10 less or more than a given number ■ Identifies number 100 less or more than a given number ■ Identifies numbers between two given numbers
Mathematics Number Sense to 1000: Place Value	■ 2 familiarization questions ■ 20 test questions ■ 1 reward item	■ 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 multiples ways of showing the same number using place value
Mathematics Number Sense to 1000: Identifying and Representing	■ 3 familiarization questions ■ 30 test questions ■ 1 reward item	■ Identifies numerals ■ Represents numbers ■ Composes and decomposes ■ Identifies multiple ways of representing numbers ■ Fractions: eighths ■ Money

MPG Survey with Goals Tests

MPG Survey with Goals tests measure achievement of students who may still be learning foundational skills.

These fully adaptive tests adapt to the level of difficulty appropriate for the student, selecting each question based on all the previous responses. The number of questions available allows these tests to be administered up to three times per academic year without presenting the same question to a student in a two-year period.

Results of MPG Survey with Goals tests are reported in RIT scores. RIT Scores can be used to measure growth from term-to-term and year-to-year.

The RIT scores assist instructors in identifying skills that are most appropriate for instruction based on the student's individual performance, regardless of whether the student is at, above, or below grade level. The RIT score can be used with the *Primary Grades Instructional Data* to group students for differentiated instruction, select appropriate curriculum, and identify individual student instructional needs.

NWEA offers the following MPG Survey with Goals tests:

- Primary Grades Mathematics
- Primary Grades Reading

Administering the Tests

NWEA recommends administering an MPG Survey with Goals test in two testing periods. This can help students stay engaged during the test. Student attention span and fatigue vary, so it is best for proctors to pause the test for all students after a maximum of 25 minutes. Students can return at a later time to complete the test.

NWEA does not recommend giving students a test warm-up again when beginning the second testing period.

For more detailed information, see the section about administering MAP for Primary Grades Survey with Goals Tests in the *Testing Session Guide*.

Note: Plan according to licensing, which allows you to administer the Survey with Goals test up to four times a year. NWEA also recommends nine weeks of instruction between Survey with Goals assessments.

MPG Mathematics Survey with Goals Tests

The MPG Mathematics Survey with Goals offers tests shown in the following table, with:

- 4 familiarization question
- 52 test questions
- 1 reward item

Table 20: MPG Survey with Goals Mathematics Tests

GOAL AREA	SUB-GOALS
Problem Solving	▪ Understand and Represent Word Problems ▪ Solution Strategies and Verification of Answers ▪ Logic, Reasoning, Conjectures, and Proof
Number Sense	▪ Count ▪ Identify, Represent: Whole Numbers, Fractions ▪ Relative Position and Magnitude ▪ Place Value and Base-Ten System
Computation	▪ Addition and Subtraction ▪ Readiness for Multiplication and Division
Measurement and Geometry	▪ Attributes, Compare, Order, Tools, Units ▪ Measure and Estimation ▪ Identify, Attributes: Lines, 2-D, 3-D ▪ Spatial, Transformations, Symmetry, Congruence
Statistics and Probability	▪ Data Collection, Organization, and Display ▪ Data Analysis ▪ Probability and Predictions
Algebra	▪ Attributes, Patterns, and Functions ▪ Understanding and Application of Algebraic Concepts

MPG Reading Survey with Goals Tests

The MPG Reading Survey with Goals offers tests shown in the following table, with:

- 4 familiarization questions
- 52 test questions
- 1 reward item

Table 21: MPG Reading Survey with Goals Tests

GOAL AREA	SUB-GOALS
Phonological Awareness	▪ Phoneme Identification ▪ Blending ▪ Rhyming ▪ Phonemic Manipulation of Sounds and Syllabication
Phonics	▪ Consonants ▪ Vowel Patterns ▪ Spelling Patterns and Rhyming ▪ Sound Manipulation and Syllabication
Concepts of Print	▪ Developmental Reading and Writing Skills ▪ Environmental Print
Vocabulary and Word Structure	▪ Sight Words ▪ Content Vocabulary and Context Clues ▪ Synonyms, Antonyms, Homonyms, Homographs, Homophones ▪ Base Words, Prefixes, Suffixes ▪ Compound Words, Contractions
Comprehension	▪ Literal, Interpretive, and Evaluative Comprehension
Writing	▪ Writing Process and Conventions of Language ▪ Language Structure, Phrase, Sentence, Paragraph ▪ Grammatical Patterns

SECTION 5

Leadership Team Module

Intentionally Left Blank

MAP® Implementation Plan: Overview

Many tasks need to be completed to ensure a successful first MAP assessment. Today we will meet with your instructors and other staff to discuss their roles before, during, and after the assessment. We will share information about the assessment window, the behind-the-scenes work, how their roles fit in with the larger picture, and where they should go when they have questions.

By now, you should have had an implementation planning call with your NWEA implementation specialist to discuss many of the items we will cover today. This morning, we will work with you to gather as much of that information as we can in order to share it with your staff. In this workshop, we won't cover technical set-up information to prepare your schools for MAP testing; your NWEA implementation specialist is trained to assist your MAP leadership team in that process.

Please note: Technical readiness for the MAP Administration Workshop is critical to the day's success. Please refer to the *MAP Administration Workshop Overview* or contact your implementation specialist to make sure your training site is ready.

After the Main Training Module session for staff, this team will reconvene for 45 minutes. We'll finish your implementation plan, including any loose ends preparing for your first assessment, and we'll cover any ongoing professional development you and your staff might need after you have your first set of MAP data.

Who is on your MAP Leadership Team?

Assessment Coordinator _____

He/she serves as the testing coordinator. Good communication skills are critical. This person will coordinate testing processes and disseminate information/updates to staff.

System Administrator _____

He/she should have a good working knowledge of the servers and network systems within the district/school. This person should be a full-time staff member working with the district/school's technical support staff.

Staff Development Coordinator _____

As the main contact for NWEA regarding staff development opportunities, this person will be responsible for making professional development decisions and coordinating each event.

Data Administrator _____

He/she will be responsible for preparing and submitting the roster and programs files.

Administrator _____

He/she needs to understand how the tests work and help teachers understand this in order to communicate it to parents.

MAP® Implementation Plan

As you read through the plan, refer to the *Assessment Coordination Guide*, *Data Management Guide*, *System Administration Guide*, and *Test Session Guide* for the tasks outlined below. Find Quick References in the Help menu in MARC.

Tasks	Time	Who	Resources	Answer These Questions for Staff Today
Assign Roles and Permissions to Team Members		Assessment coordinator	■ *Assessment Coordination Guide* ■ Supplemental product training with NWEA implementation specialist	■ Who will be a part of the leadership team for MAP assessments?
Create a Testing Window and Schedule Schedule test sessions at least one week prior to testing		Assessment coordinator and administrator	■ *Assessment Coordination Guide* ■ MARC > Modify Preferences > Manage Terms	■ What is the school/district window for testing? ■ When will my class test? ■ If we don't know yet, when will we know?
Prepare Roster Files and Program Files		Data administrator	■ Review process with NWEA implementation specialist ■ *Importing Profiles* tutorial ■ *Data Management Guide*	■ Who will have access to see data? Will some staff have access to all data?
Prepare the Computer Lab Technology for Testing		System administrator and proctor	■ Review process with NWEA implementation specialist ■ MARC > Help > *System and Bandwidth Requirements* Quick Reference	■ Where will the test be given? ■ What impact will this have on our schedules/ instruction during the testing window?
Distribute Staff User Names and Passwords to Access MARC Prior to testing		Assessment coordinator or data administrator	■ *Permissions by Role* Quick Reference ■ Email if the user name and password is included when importing profiles; if not, login information is provided by district staff	■ When will I get my user name and password? ■ What data will I be able to access?
Select and Train Lead Proctors Train proctors at least two weeks before testing Practice run one week prior to testing		Assessment coordinator, staff development coordinator, and proctors	■ *Student Introduction to MAP Testing and Proctor Tips and Troubleshooting* Quick Reference ■ *Test Session Guide* and *Manage Test Session* tutorial	■ Who will be the lead proctors? ■ What impact will this have on our schedules/ instruction during the window for testing?

Tasks	Time	Who	Resources	Answer These Questions for Staff Today
Share Roles/Responsibilities with Instructors Share with staff at today's workshop and other staff as soon as possible		NWEA professional development consultant and staff development coordinator	■ On-site workshop ▸ Plans for: preparing students; communication with parents; ongoing professional development ▸ Basic information about: assisting the proctor before and during testing; accessing and using the data.	■ What is the plan for informing staff not in attendance today?
Communicate Your School's Expectations for Accessing and Using the Data with All Staff Prior to first day of testing		District and/ or school administrator	■ *MAP Reports Summary* Quick Reference	■ What reports are we expected to look at? ■ What are we expected to do with the data? How often?
Prepare Testing Environment Each day of testing and in between classes of students		Proctor	■ A brief hands-on experience today ■ *Student Introduction to MAP Testing and Proctor Tips and Troubleshooting* Quick Reference ■ *Test Session Guide* and *Manage Test Session* tutorial	■ What should my students expect when we enter the lab for testing? ▸ We will be experiencing and discussing this with staff in the workshop today.
Declare Testing Window Complete After all tests have been given (including make-ups)		Assessment coordinator	■ MARC > Modify Preferences > Manage Terms, click the **View Update Terms** button. Select **Test Window Complete** for applicable term. ■ *Assessment Coordination Guide*	■ Can any assessments be given outside of the testing window?
Schedule a Date/Time to Help Staff Access Their Data Immediately to one week after all staff have given at least one test		Staff development coordinator and administrators	■ *View Reports and Instructional Resources* tutorial ■ Instructional Resources section in MARC	■ When will we get to see the data?
Create a Plan for Ongoing Professional Development We will begin that today		Staff development coordinator, assessment coordinator, and administrators	■ Plan with NWEA professional development consultant ▸ As a MAP leadership team, you will plan for ongoing professional development to support instructors in accessing, understanding, and using their data.	■ Will we have other professional development opportunities to help us use the data to inform our instructional practice?

Typical Testing Scenario: Leadership Roles

	Assessment Coordinator	System Administrator	Data Administrator	Administrator
Prior to Testing	**Things to Know** ■ Understand the concept of instructional level versus mastery ■ Learn to access and read reports ■ Learn to use the normative documents ■ Know the importance of measuring growth **Things to Do** ■ Receive an initial login to MARC; log in and change your password ■ Select the primary MAP system administrator and send this information to NWEA ■ Identify roles and communicate with team members ■ Determine user permissions ■ Provide an overview of the MAP system to team members ■ Coordinate the entire process with MAP team ■ Plan dates for instructional terms and test windows for the year (refer to the *Assessment Coordination Guide*) ■ Select tests to be administered; select students and schools to take tests within the test window ■ Determine your organization's policies for organizing and naming test sessions ■ Create a master schedule for test sessions, proctors, equipment, and locations ■ Ensure that proctors are assigned and trained ■ Coordinate the importing of roster files to make sure students are in the system before testing **Resources** ■ Read the *Assessment Coordination Guide* ■ Complete the *Manage Users* and *View Reports and Instructional Resources* tutorials	**Things to Do** ■ Receive an initial system administrator login from NWEA; log in and change your password ■ Determine your organization's policy for assigning MAP user names ■ Verify versions of standard browsers and configure them for the MAP system ■ Plan and monitor network bandwidth usage ■ Make shortcuts to the MARC web address available on computers ■ Copy lockdown browsers used for testing to computers ■ Create user profiles ■ Configure the MAP system with district-specific information ■ Make sure the computers are ready for testing **Resources** ▪ Read the *System Administration Guide* ▪ Complete the *Manage Users* tutorial	**Things to Do** ■ Receive an initial login to MARC; log in and change your password ■ Prepare roster files and programs files ■ Import roster files to begin ■ Reconcile and resolve any global errors detected by the system ■ Accept the valid data into the system by posting it ■ Create or import user profiles ■ Add or modify individual student and user profiles **Resources** ■ Complete the *Import Profiles, Manage Users* and *Manage Students* tutorials; reference the *Data Management Guide*	**Things to Know** ■ Understand the concept of instructional-level versus mastery ■ Learn how to access and read reports ■ Learn to use the normative documents ■ Know the importance of measuring growth **Things to Do** ■ Receive an initial login to MARC; log in and change your password ■ Lead the test scheduling process ■ Assign proctors **Resources** ■ Complete the *View Reports and Instructional Resources* tutorial; reference the *Reports and Instructional Resources Guide*

Typical Testing Scenario: Leadership Roles (continued)

	Assessment Coordinator	System Administrator	Data Administrator	Administrator
During Testing	■ Observe a testing session ■ Track testing progress by viewing operational reports ■ Report issues with MAP reports to the data administrator ■ Celebrate successes ■ Note next steps to improve process	■ Make bandwidth available for testing by limiting Internet usage for non-test activities ■ Observe a testing session ■ Celebrate successes ■ Note next steps to improve process	■ Observe a testing session ■ View operational reports to track testing progress and to identify issues in MAP reports ■ Correct any issues (see "Fixing Data Errors" in *Data Management Guide*) ■ Celebrate successes ■ Note next steps to improve process	■ Adjust bell schedule and P.A. system announcements ■ Observe a testing session ■ Schedule retesting and make-up sessions, as necessary ■ View reports ■ Report issues with MAP reports to the data administrator ■ Celebrate successes ■ Note next steps to improve process
After Testing	■ Declare testing complete ■ View results in MAP reports ■ Analyze data ■ Schedule time with the MAP leadership team to assess the testing process (strengths and next steps) ■ Meet with the district leadership team and grade-level teams on MAP data ■ Work with the district leadership team to determine future training and resource necessary to support instructors' use of data ■ Contact NWEA to update records if people in key roles change	■ With the MAP leadership team, assess the testing process (strengths, changes, and next steps)	■ Make sure all students have tested ■ Participate with MAP leadership team to assess the testing process (strengths, changes, and next steps)	■ View results in MAP reports ■ Order the *District Summary Report* and *Student Growth Summary Report* ■ Analyze data: Grade level, class, instructor, student progress ■ Schedule time with the MAP building-level team to assess the testing process (strengths and next steps) ■ Participate with MAP leadership team to assess the testing process (strengths, changes, and next steps) ■ Schedule time to meet with grade-level teams on MAP data ■ Work with the district leadership team to determine future training and resource necessary to support instructors' use of data

Planning Professional Development to Reach Your Goals

Possible uses for MAP data within our system	What NWEA professional development resources might we use?	What other professional development resources might we use?	What internal resources (e.g., people, time, money, materials) should we consider?

Professional Development Opportunities

NWEA™ Online Professional Development Opportunities

Tutorial: In MARC, choose the *View Reports and Instructional Resources* tutorial to learn about accessing reports and instructional resources.

NWEA™ On-Site Professional Development Opportunities

Stepping Stones to Using Data

Participants work with the reports available after their first test season. They engage with other faculty to create an environment responsive to all students' needs and:

- Learn how to access, interpret, and analyze data
- Learn how to use instructional resources
- Review NWEA resources and plan together to use data in ongoing work

Climbing the Data Ladder

Participants learn more about using instructional resources such as *DesCartes: A Continuum of Learning®* and *Primary Grades Instructional Data*, which differentiate instruction and improve learning.

This workshop focuses on:

- Using NWEA resources to differentiate classroom instruction
- Using state standards and *DesCartes* in lesson planning
- Using *Primary Grades Instructional Data* in lesson planning
- Creating instructional ladders

Growth and Goals

Participants with at least two seasons of data use growth data as the basis for establishing and evaluating goals. Participants learn how to:

- Evaluate growth data and engage in effective goal-setting practices
- Work with students to set growth projections
- Analyze data over time to identify effective programs and instructional practices
- Use growth norms and research

Please have your staff development coordinator contact your partner relations representative for more information about or to schedule workshops.

Notes

SECTION 6

Worksheets

Intentionally Left Blank

Making Connections Worksheet

MAP® Key Concepts and Characeristics	What I Know	My Questions	What I Learned
Adaptive Assessment			
RIT Scale: Student RIT Scores			
Normative Data			
DesCartes: A Continuum of Learning®			
Instructional Level vs. Mastery			

Intentionally Left Blank

Making Connections Worksheet MAP® for Primary Grades

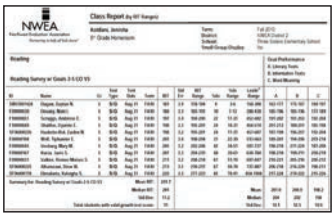
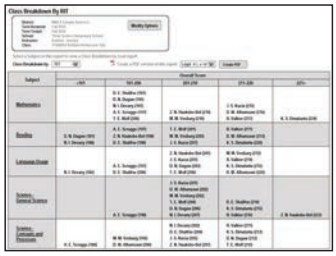
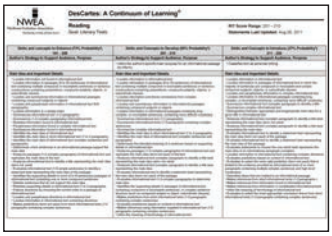
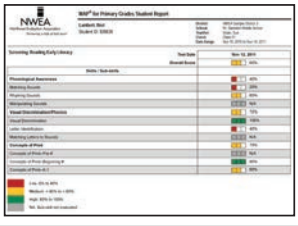
	A Screening	B Skills Checklist	C Survey with Goals
Description	Adaptive?	Adaptive?	Adaptive?
Tests Available			
Scores	Instructional level or diagnostic? Normative Data?	Instructional level or diagnostic? Normative Data?	Instructional level or diagnostic? Normative Data?
Audience			
Testing Intervals			
How Might I Use These?			

Intentionally Left Blank

Build Your Elevator Speech Worksheet

Intentionally Left Blank

NoteCatcher

	Data	Where to Access	Possible Uses
Class Report 			
Class Breakdown Reports 			
DesCartes or Primary Grades Instructional Data 			
Student Progress Report 			
Primary Grades Skills Checklist or Screening Class & Student Report 			

Intentionally Left Blank

Engaging Students and Parents Worksheet

Students

What do they need to know?	Who will communicate the information to students? How will it be communicated?	When?

Parents

What do they need to know?	Who will communicate the information to parents? How will it be communicated?	When?

Intentionally Left Blank

Planning Forward

Now that you've learned more about the Measures of Academic Progress® (MAP®) system, please share your thoughts. Your ideas will be collected and shared with your leadership team to inform their ongoing professional development plans for this year and the future. As you continue using MAP and MAP for Primary Grades, your goals and needs will likely change. By regularly communicating these changes to your leadership team, we can provide the best support for your school's unique needs.

I would like to use MAP/MPG data in the following way(s):	I would like professional development on the following topics to support my goal:	The following learning modalities (delivery formats or learning styles) work best for me:	I might need other resources (e.g. time, people, money, or technology):



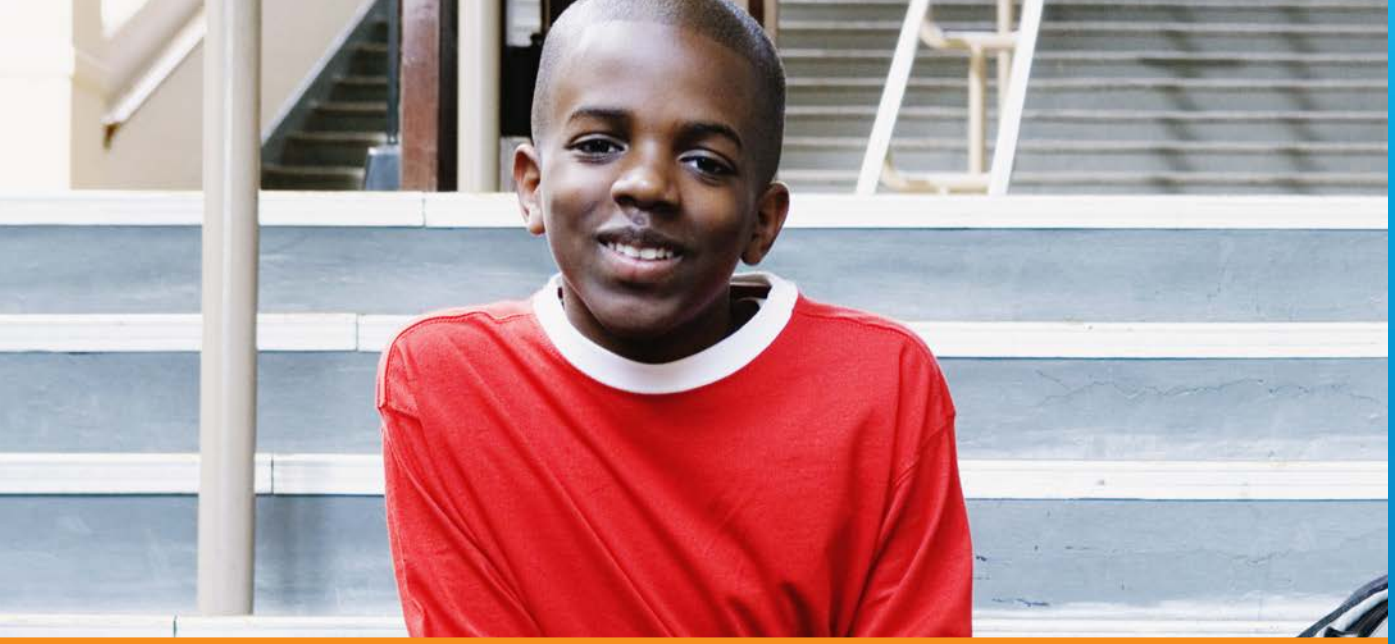



NWEA™

Northwest Evaluation Association™

121 NW Everett Street, Portland, OR 97209

503.624.1951 | NWEA.org | Revised 6/2012 |



Reports Portfolio for Web-Based MAP® Users

Measures of Academic Progress® | MAP®

NWEA™
Northwest Evaluation Association
Partnering to help all kids learn®

MAP® Results Reports

As tools for maximizing student achievement, the Northwest Evaluation Association™ (NWEA™) assessments' analysis and reporting options are essential. MAP reporting features help educators inform not only classroom instruction, but school and district improvement programs as well:

- **Timely results**. NWEA assessments yield fast results that identify students who need intervention and accurately point to instructional learning objects. MAP scores each test as it is administered and, at the test's conclusion, gives preliminary results to both student and proctor. Anytime following a test, instructors and administrators can order more in-depth reports, which show aggregate data by class, grade, school, and district. Most of these reports are available instantly; however, larger reports may take up to 24 hours.

- **Multipurpose**. MAP reports scores as norm-referenced, achievement, and growth, providing different perspectives on an individual student's progress from a single test event.

- **A wide array of reports that display data in various formats and grouping options for different audiences**. Instructors and administrators can use those reports best suited to their needs—to predict proficiency for the state test, to appropriately group students for differentiated instruction, or to engage students in mapping their own learning plan for the school year.

- **Flexible reporting formats**. While most instructors and administrators make good use of the NWEA pre-configured reports, some districts and agencies want the underlying data formatted to import into their own student information or assessment management systems. NWEA provides an online interface to order (free of charge) raw data reports at any time and frequency during a testing season.

For comprehensive annotated versions of Web-Based MAP and MAP® for Primary Grades (MPG) reports, please refer to the Reports and Instructional Resources Guide *on the MAP Administration and Reporting Center (MARC) site.*





Reports Annotation Key

1. **Goal Performance**: These columns summarize the students' performance in the goal strands tested in this subject. Data will display in these columns either by Goal Strand RIT Ranges or descriptors only if a student took a Survey with Goals test.
2. **Test Type**: S/G: Survey with Goals: SUR: Survey
3. **RIT Score**: The student's overall scale score on the test.
4. **Standard Error of Measurement**: An estimate of the precision of the achievement (RIT) scores. The smaller the standard error, the more precise the achievement estimate.
5. **RIT Range**: If a student took the test again relatively soon, the score would fall within this range about 68% of the time.
6. **Percentile**: The percentage of students in the national norms group for this grade that this student's score equaled or exceeded.
7. **Lexile® Range**: A score (displayed as a 150-point range) resulting from a correlation between the NWEA RIT score and the MetaMetrics® Lexile® scale that helps identify level-appropriate reading material for an individual student.
8. **Mean RIT**: Average score of students in this class for this content area.
9. **Median RIT**: Middle score of this class for this content area
10. **Standard Deviation**: Indicates the variability of scores within this group. A larger standard deviation generally reflects a wider range of scores.
11. **Subject**: Subject area of test taken. Click a subject to generate the *Class Breakdown by Goal Report*.
12. **Overall Score**: Columns are divided by ten-point RIT bands. Students' overall RIT scores for the test in that subject appear in parentheses.
13. **Goal Strands Tested**: Click a goal, student name, or <all students in cell> to view the DesCartes or Primary Grades Instructional Data (PGID) with cover sheet for a selected subject, goal area, and RIT range.
14. **DesCartes or Primary Grades Instructional Data Skills and Concepts**: **Enhance:** Student has a 73% probability of correctly answering questions that measure these concepts and skills. **Develop**: 50% probability. **Introduce**: 27% probability.
15. **Projected Proficiency Category**: Students are grouped in assessment proficiency categories based on the NWEA Alignment/Linking study and your state assessment.
16. **Columns and summary statistics** shown in gray are applicable only in *Achievement Status and Growth Summary Reports*.
17. **Growth Projection**: Mean growth that was observed in the latest NWEA norming study for students who had the same starting RIT score.
18. **Projected RIT**: The minimum RIT score the student would attain if their growth projection was met (starting RIT plus growth projection).
19. **Growth Standard Error**: Amount of measurement error associated with the term-to-term growth. If the student could be tested again over the same period with comparable tests, there would be about a 68% chance that term-to-term growth would fall within a range defined by the term-to-term growth, plus or minus the growth standard error.
20. **Growth Projection Met**: Indicates YES if the student's term-to-term growth was equal to or exceeded the growth projection. NO if the growth was less than the growth projection.
21. **Growth Index**: The RITs by which the student exceeded the projected RIT (plus values), fell short of the projected RIT (minus values), or exactly met the projected RIT (0).
22. **Count of Students Who Met or Exceeded Their Projected RIT**: The number of students with a growth index value greater than or equal to zero.
23. **Percentage of Students who Met or Exceeded Their Projected RIT**: The percentage of students with a growth index value greater than or equal to zero.
24. **Overall Percentage of Projected RIT Met or Exceeded**: The total student growth divided by the total projected RIT s expressed as a percentage. Shows the proportion of the overall RIT growth projections achieved by the students. Performance of 100% is considered average, meaning the student growth equaled the projections. Use in conjunction with the percentage of students who met or exceeded their projected RIT.
25. **RIT Growth**: The student's RIT point growth from the initial term to the final term. Student must have completed testing in the final term.
26. **Student Score Range**: The middle number is the student's RIT score. The numbers on either side define the RIT range (see #5).
27. **Goal Areas**: These columns show the students' average performance and standard deviation in the goal strands in each subject.
28. **Area of Relative Strength in Performance**: If a score is in **bold-underlined**, the score is three or more RIT points above a district's overall mean.
29. **Area of Relative Concern**: If a score is ***bold-italic***, it represents a score that is three or more RIT points below your district's overall mean.
30. **Optional Group**: Summary results may be disaggregated by gender, ethnicity, or special program.
31. **Growth Mean**: The average change in RIT scores from starting term to ending term
32. **Sampling Error**: Amount of measurement error associated with the term-to-term growth.
33. **Segmented Bar Graph**: The numbers represent the number of students who fell within each percentage range—low, middle, high.

Web-Based MAP® Reports

Web-Based MAP® for Primary Grades (MPG) Reports

NWEA
Northwest Evaluation Association
Partnering to help all kids learn®

Class Report (by RIT Ranges)

Kotifani, Jenisha
5th Grade Homeroom

Term: Fall 2010
District: NWEA District 2
School: Three Sisters Elementary School
Small Group Display: No

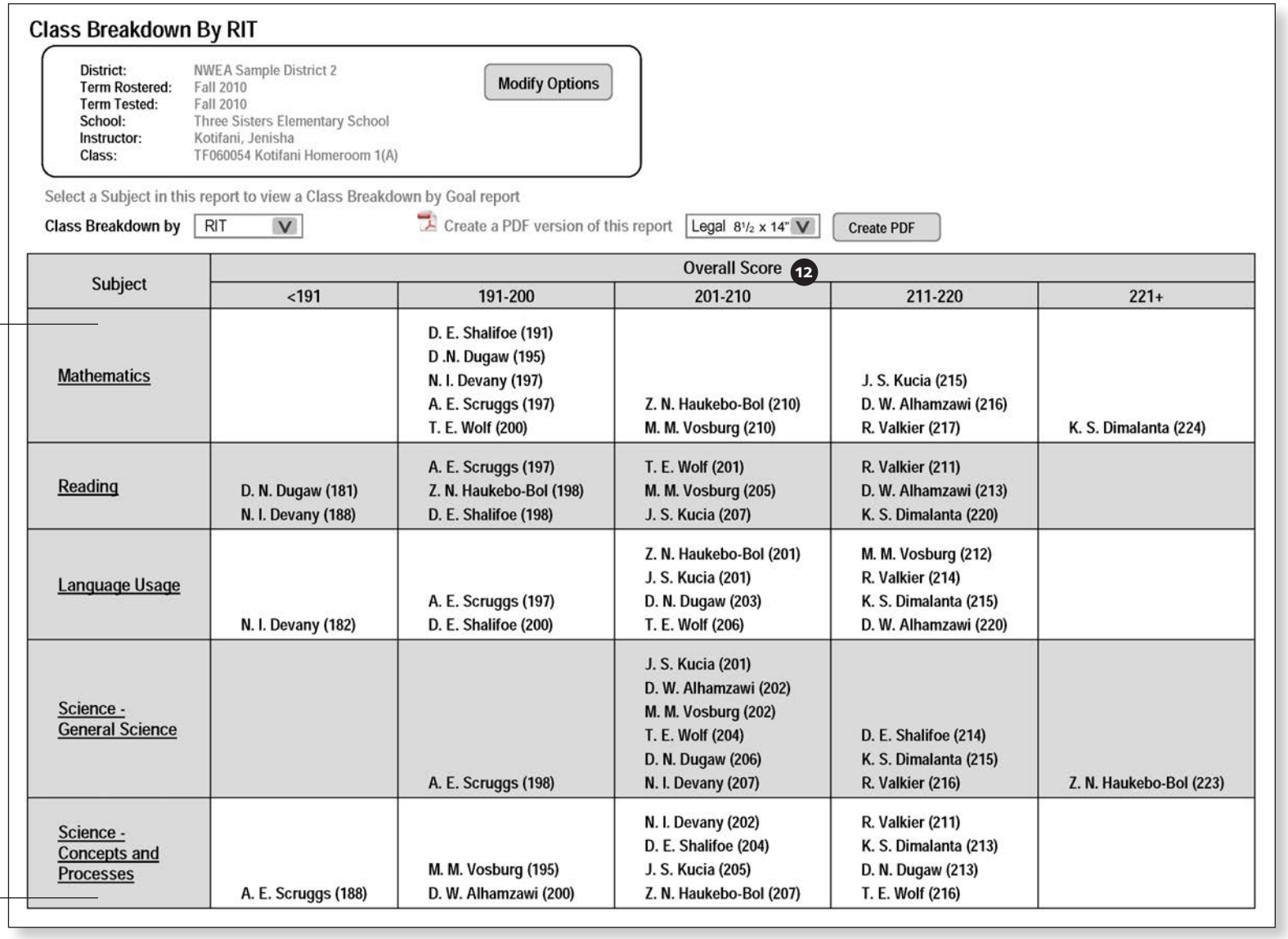
Reading

Reading Survey w/ Goals 2-5 CO V3

(1) Goal Performance
A. Literary Texts
B. Informative Texts
C. Word Meaning

ID	Name	Gr	(2) Test Type	Test Date	Term	(3) RIT	(4) Std Err	(5) RIT Range	(6) %ile	%ile Range	(7) Lexile® Range	A	B	C
SW07001428	Dugaw, Daytan N.	5	S/G	Aug 31	FA10	181	3.4	178-184	4	3-6	158-308	163-177	175-187	184-197
F09000030	Devany, Noni I.	5	S/G	Aug 31	FA10	188	3.3	185-191	10	7-13	288-438	185-196	185-196	177-189
F10000851	Scruggs, Ambrose E.	5	S/G	Aug 31	FA10	197	3.4	194-200	22	17-31	452-602	191-202	191-203	192-204
F10000849	Shalifoe, Dyanne E.	5	S/G	Aug 31	FA10	198	3.3	195-201	24	18-31	464-614	201-213	189-201	185-198
SF06000226	Haukebo-Bol, Zaiden N.	5	S/G	Aug 31	FA10	198	3.2	195-201	24	17-31	457-607	187-199	196-207	192-204
F08000104	Wolf, Tiphannie E.	5	S/G	Aug 31	FA10	201	3.4	198-204	31	22-39	513-663	189-201	194-206	201-214
F09000045	Vosburg, Mary M.	5	S/G	Aug 31	FA10	205	3.2	202-208	42	34-51	587-737	198-210	211-224	187-200
F09000167	Kucia, Javis S.	5	S/G	Aug 31	FA10	207	3.3	204-210	48	39-61	634-784	198-210	199-211	208-219
F09000031	Valkier, Romeo Moises S.	5	S/G	Aug 31	FA10	211	3.2	208-214	61	51-70	697-847	210-221	205-216	200-212
SF06000225	Alhamzawi, Drew W.	5	S/G	Aug 31	FA10	213	3.5	210-217	67	58-78	737-887	206-218	216-229	198-211
SF06000178	Dimalanta, Kaleigha S.	5	S/G	Aug 31	FA10	220	3.3	217-223	85	78-91	858-1008	217-228	210-222	215-226
Summary for: Reading Survey w/ Goals 2-5 CO V3					(8) Mean RIT:	201.7								
					Median RIT:	201 (9)					Mean:	201.0	204.9	198.2
					(10) Std Dev:	11.2					Median:	204	202	198
					Total students with valid growth test score:	11					Std Dev:	18.1	12.5	10.0

Class Breakdown by RIT Report



Class Breakdown By RIT

District: NWEA Sample District 2
Term Rostered: Fall 2010
Term Tested: Fall 2010
School: Three Sisters Elementary School
Instructor: Kotifani, Jenisha
Class: TF060054 Kotifani Homeroom 1(A)

Modify Options

Select a Subject in this report to view a Class Breakdown by Goal report

Class Breakdown by RIT | Create a PDF version of this report | Legal 8½ x 14" | Create PDF

11

Subject	Overall Score 12				
	<191	191-200	201-210	211-220	221+
Mathematics		D. E. Shalifoe (191) D .N. Dugaw (195) N. I. Devany (197) A. E. Scruggs (197) T. E. Wolf (200)	Z. N. Haukebo-Bol (210) M. M. Vosburg (210)	J. S. Kucia (215) D. W. Alhamzawi (216) R. Valkier (217)	K. S. Dimalanta (224)
Reading	D. N. Dugaw (181) N. I. Devany (188)	A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalifoe (198)	T. E. Wolf (201) M. M. Vosburg (205) J. S. Kucia (207)	R. Valkier (211) D. W. Alhamzawi (213) K. S. Dimalanta (220)	
Language Usage	N. I. Devany (182)	A. E. Scruggs (197) D. E. Shalifoe (200)	Z. N. Haukebo-Bol (201) J. S. Kucia (201) D. N. Dugaw (203) T. E. Wolf (206)	M. M. Vosburg (212) R. Valkier (214) K. S. Dimalanta (215) D. W. Alhamzawi (220)	
Science - General Science		A. E. Scruggs (198)	J. S. Kucia (201) D. W. Alhamzawi (202) M. M. Vosburg (202) T. E. Wolf (204) D. N. Dugaw (206) N. I. Devany (207)	D. E. Shalifoe (214) K. S. Dimalanta (215) R. Valkier (216)	Z. N. Haukebo-Bol (223)
Science - Concepts and Processes	A. E. Scruggs (188)	M. M. Vosburg (195) D. W. Alhamzawi (200)	N. I. Devany (202) D. E. Shalifoe (204) J. S. Kucia (205) Z. N. Haukebo-Bol (207)	R. Valkier (211) K. S. Dimalanta (213) D. N. Dugaw (213) T. E. Wolf (216)	

Class Breakdown by Goal Report

Class Breakdown By Goal Report

District: NWEA Sample District 2
Term: Fall 2010
School: Three Sisters Elementary School
Instructor: Kotifani, Jenisha
Class: 5th Grade Homeroom
Subject: Reading

Modify Options

< Back to Class Breakdown by RIT

You may select the student's name, <all students in the cell>, or the goal name to retrieve a list of DesCartes: A Continuum of Learning® statements or the Primary Grades Instructional Data statements that correspond to the students' goal RIT ranges or all RIT ranges for the goal.

Create a PDF version of this report | Legal 8½ x 14" | Create PDF

Reading Survey w/ Goals 2-5 CO V2.1

Goal	Goal Score 12						
	<171	171-180	181-190	191-200	201-210	211-220	221 +
Informative Texts	13		<all students in the cell> D. N. Dugaw (181) N. I. Devany (188)	<all students in the cell> A. E. Scruggs (197) D. E. Shalifoe (198) T. E. Wolf (201)	<all students in the cell> Z. N. Haukebo-Bol (198) J. S. Kucia (207)	<all students in the cell> M. M. Vosburg (205) R. Valkier (211) K. S. Dimalanta (220)	<all students in the cell> D. W. Alhamzawi (213)
Literary Texts	<all students in the cell> D. N. Dugaw (181)			<all students in the cell> N. I. Devany (188) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) T. E. Wolf (201)	<all students in the cell> D. E. Shalifoe (198) M. M. Vosburg (205) J. S. Kucia (207)	<all students in the cell> R. Valkier (211) D. W. Alhamzawi (213)	<all students in the cell> K. S. Dimalanta (220)
Word Meaning			<all students in the cell> N. I. Devany (188)	<all students in the cell> D. N. Dugaw (181) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalifoe (198) M. M. Vosburg (205)	<all students in the cell> T. E. Wolf (201) R. Valkier (211) D. W. Alhamzawi (213)	<all students in the cell> J. S. Kucia (207)	<all students in the cell> K. S. Dimalanta (220)

NWEA
Northwest Evaluation Association
Partnering to help all kids learn®

DesCartes: A Continuum of Learning®

Reading

Goal: Reading Strategies, Comprehending Literary Texts

RIT Score Range: 201 – 210

Statements Last Updated: Aug 26, 2011

14

Skills and Concepts to Enhance 191 - 200	Skills and Concepts to Develop 201 - 210	Skills and Concepts to Introduce 211 - 220
Main Ideas, Central Themes, Important Details	**Main Ideas, Central Themes, Important Details**	**Main Ideas, Central Themes, Important Details**
• Locates information in literary passages containing long, complex, or incomplete sentences • Locates information in short literary passages (1 to 3 paragraphs, complex sentences) • Summarizes information using supporting details in literary text • Restates supporting details in literary text (1 to 3 paragraphs) • Analyzes literary text to identify a title representing the main idea of literary text • Analyzes short literary passages (1-5 sentences) containing complex sentences to determine the main idea (term not used, expressed as a short phrase) in literary text • Analyzes short literary passages (1-5 sentences) describing events and expresses the main idea in the form of a phrase* • Recognizes details that support the main idea in literary text* • Identifies which supporting detail does not belong in a literary paragraph* • Makes inferences based upon supporting details in literary text • Draws conclusions based on supporting details in literary text • Evaluates conclusions drawn from supporting details in literary text* • Analyzes literary passages (1-4 paragraphs) to determine the theme (term not used)* • Analyzes poems to identify the theme*	• Locates information in literary passages containing long, complex, or incomplete sentences • Locates information in literary passages containing long, complex, or incomplete sentences with high level vocabulary • Restates supporting details in literary text (1 to 3 paragraphs) • Evaluates literary passages to select the best summary • Recognizes details that support the main idea in literary text* • Recognizes details that support the main idea in passages containing long, complex, or incomplete literary sentences • Analyzes literary passages (1-4 paragraphs) to determine the theme (term not used)* • Analyzes literary passages (5-15 paragraphs) to determine its theme (term not used)* • Analyzes literary passages (5-15 paragraphs) to determine the theme	• Locates information in literary passages containing long, complex, or incomplete sentences with high level vocabulary • Summarizes information in literary text based on supporting details* • Recognizes details that support the main idea in passages containing long, complex, or incomplete literary sentences • Analyzes how detail is used in a literary text to set the scene* • Analyzes literary passages (5-15 paragraphs) to determine its theme (term not used)*

Explanatory Notes

* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. Both data from test items and review by NWEA curriculum specialists are used to place Learning Continuum statements into appropriate RIT ranges. Blank cells indicate data are limited or unavailable for this range or document version.

NWEA
Northwest Evaluation Association
Partnering to help all kids learn®

DesCartes: A Continuum of Learning®

Mathematics

Goal: Measurement

14

RIT Score Range: 171 - 180

Statements Last Updated: Aug 26, 2011

Skills and concepts to Enhance 161 - 170	Skills and Concepts to Develop 171 -180	Skills and Concepts to Introduce 181 - 190
Time, Temperature, and Money	**Time, Temperature, and Money**	**Time, Temperature, and Money**
• Orders periods of time (days of the week)* • Reads a calendar • Tells time to the nearest hour* • Tells time to the nearest half hour	• Orders periods of time (months of the year, seasons)* • Tells time to the nearest hour* • Tells time to the nearest half hour • Tells time to the nearest 5 minutes • Computes simple conversions among units of time (minutes in an hour, half hour, quarter hour) • Reads Fahrenheit thermometers to the nearest degree* • Identifies the value of a collection of coins to $1.00 (with pictures of coins) • Identifies the value of a collection of coins and bills to $10.00 by "counting on" (with picture of money) • Uses cent sign and dollar sign when appropriate* • Connects money with place value	• Identifies the correct time, given the words, and vice versa • Interprets a calendar • Tells time to the nearest 5 minutes • Determines elapsed clock time • Determines elapsed time under 1 hour or to the hour • Determines elapsed time involving whole hours, whole days, whole years • Computes simple conversions among units of time (days, weeks)* • Reads Fahrenheit thermometers to the nearest degree* • Identifies the value of a collection of coins to $1.00 (without picture of coins) • Makes change to $1.00 by “counting on” or subtracting • Identifies the value of a collection of coins and bills to $10.00 by "counting on" (with picture of money) • Identifies the value of a collection of coins and bills to $100.00 by "counting on"* • Finds equivalent combinations of coins with the same value* • Combines a collection of coins and identifies the correct notation

* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges. Blank cells indicate data are limited or unavailable for this range or document version.

NWEA
Northwest Evaluation Association
Partnering to help all kids learn®

DesCartes: A Continuum of Learning®

Mathematics

Goal: Measurement

14

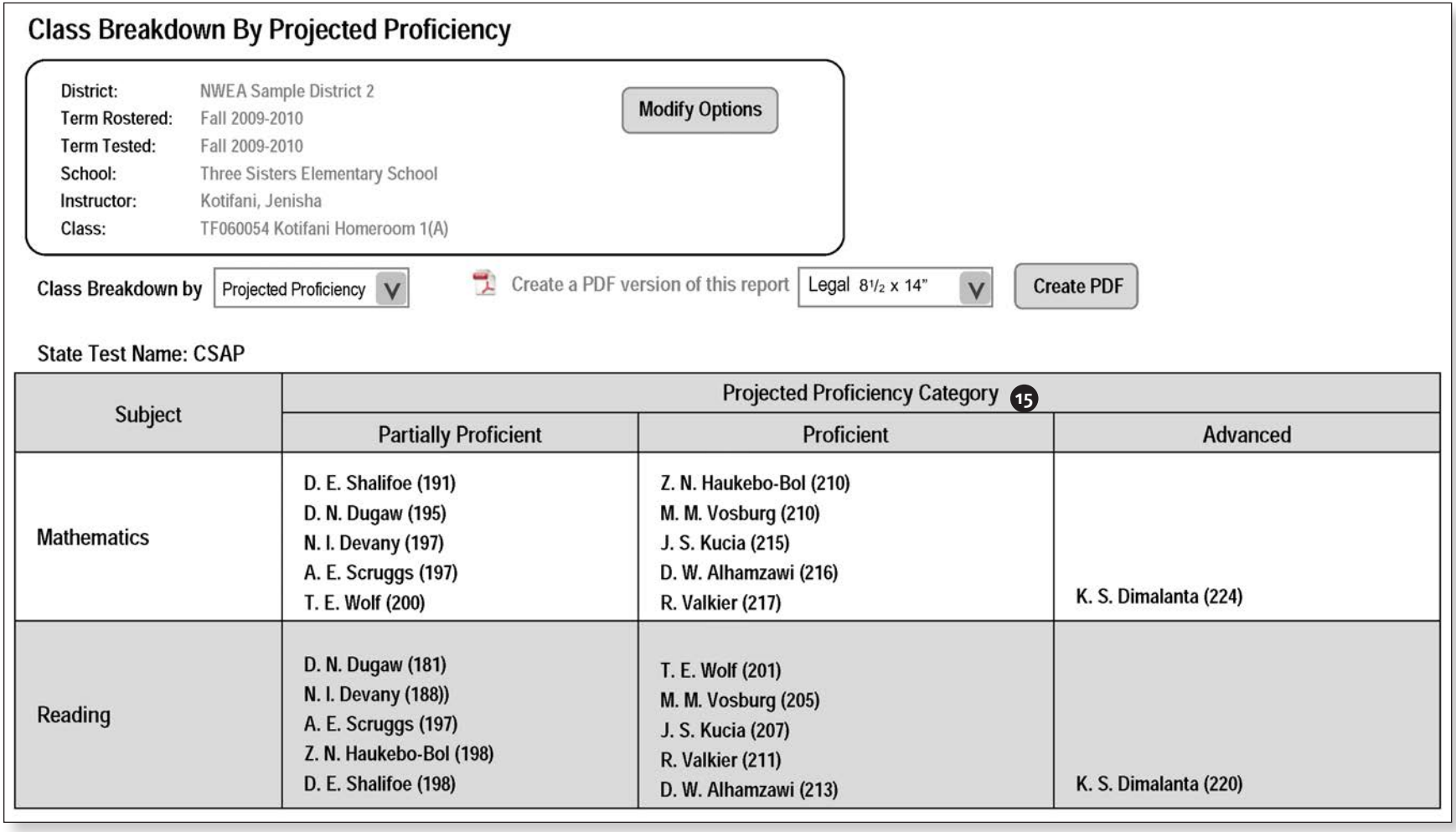
RIT Score Range: 201 - 210

Statements Last Updated: Aug 26, 2011

Skills and concepts to Enhance 191 - 200	Skills and Concepts to Develop 201 - 210	Skills and Concepts to Introduce 211 - 220
Time, Temperature, and Money	**Time, Temperature, and Money**	**Time, Temperature, and Money**
• Identifies the correct time, given the words, and vice versa • Orders years* • Tells time to the nearest quarter hour • Tells time to the nearest 1 minute • Determines elapsed clock time • Determines elapsed time involving whole hours, whole days, whole years • Solves simple problems involving elapsed time, with the conversion of hours • Computes simple conversions among units of time (minutes, hours) • Computes simple conversions among units of time (hours, days)* • Reads Celsius thermometers to the nearest degree • Solves problems involving measurement of temperature • Identifies the value of a collection of coins to $1.00 (without picture of coins) • Makes change to $1.00 by “counting on” or subtracting • Identifies the value of a collection of coins and bills to $10.00 by "counting on" (without picture of money) • Identifies the value of a collection of coins and bills to $100.00 by "counting on"* • Finds equivalent combinations of coins with the same value* • Finds equivalent combinations of dollars and cents with the same value*	• Solves problems using a calendar* • Solves simple problems involving elapsed time, with the conversion of hours • Computes simple conversions among units of time (hours, days)* • Computes more difficult conversions among units of time • Solves problems involving measurement of time • Knows common referents (boiling or freezing point, room temperature)* • Finds equivalent combinations of dollars and cents with the same value*	• Solves difficult problems involving elapsed time, with the conversion of hours • Computes basic operations with units of time • Relates years, decades, centuries, and millenniums • Reads Celsius and Fahrenheit thermometers to 0.1 degrees*

* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.
Blank cells indicate data are limited or unavailable for this range or document version.

Class Breakdown by Projected Proficiency



Class Breakdown By Projected Proficiency

District: NWEA Sample District 2
Term Rostered: Fall 2009-2010
Term Tested: Fall 2009-2010
School: Three Sisters Elementary School
Instructor: Kotifani, Jenisha
Class: TF060054 Kotifani Homeroom 1(A)

Modify Options

Class Breakdown by: Projected Proficiency

Create a PDF version of this report: Legal 8½ x 14"

Create PDF

State Test Name: CSAP

Subject	Projected Proficiency Category 15		
	Partially Proficient	Proficient	Advanced
Mathematics	D. E. Shalifoe (191) D. N. Dugaw (195) N. I. Devany (197) A. E. Scruggs (197) T. E. Wolf (200)	Z. N. Haukebo-Bol (210) M. M. Vosburg (210) J. S. Kucia (215) D. W. Alhamzawi (216) R. Valkier (217)	K. S. Dimalanta (224)
Reading	D. N. Dugaw (181) N. I. Devany (188)) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalifoe (198)	T. E. Wolf (201) M. M. Vosburg (205) J. S. Kucia (207) R. Valkier (211) D. W. Alhamzawi (213)	K. S. Dimalanta (220)

Achievement Status and Growth Projection Report

Filek, Jace
4th Grade Homeroom

Term: Fall 2010 – Spring 2011
District: NWEA District 2
School: St. Helens Elementary School
Grouping: None
Small Group Display: no
Growth measured from Fall 2010 – Spring 2011

Language Usage

ID	Name	FA10 Grade	FA10 Date	Test Type	(3) FA10 Test RIT	(4) FA10 Standard Error	SP11 Test RIT	SP11 Standard Error	Growth Standard Error	(17) SP11 Growth Projection	(18) SP11 Projected RIT	(16) Growth Projection Met	Growth Index
SF06000494	Barner, Blayne E.	4	9/2/10	S/G	227	3.1				9	236		
SF06000270	Blatnik, Caolynn N.	4	9/4/10	S/G	211	3.0				9	220		
SF06000262	Cymbola, Diamonte E.	4	9/2/10	S/G	159	3.0				7	166		
SF06000287	Greenia, Quenten N.	4	9/2/10	S/G	199	3.0				9	208		
SF07001857	Grunenberger, Andryn N.	4	9/4/10	S/G	202	3.0				9	211		
SF06000399	Hanchek, Benjamin N.	4	9/2/10	S/G	195	3.0				8	203		
SW07001457	Lagers, Kimbra A.	4	9/2/10	S/G	170	3.0				8	178		
SF06000156	Lensch, Marlin N.	4	9/2/10	S/G	208	3.1				9	217		
SF07001662	Niemela, Yona Michelle E.	4	9/2/10	S/G	212	2.9				9	221		
S08000037	Polese, Harrison N.	4	9/3/10	S/G	180	3.1				8	188		
SF06000269	Quartaro, Alexender R.	4	9/2/10	S/G	204	3.0				9	213		
F08000186	Slamka, Nikkita A.	4	9/2/10	S/G	191	3.0				8	199		
F08000225	Smoroske, Vassa A.	4	9/2/10	S/G	207	3.0				9	216		
SF06000301	Sullenberger, Cordel L.	4	9/2/10	S/G	194	3.0				8	202		

Summary for: Language Usage

Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	
Count of Students who Met or Exceeded their Projected RIT	(16)
Percentage of Students who Met or Exceeded their Projected RIT	(16)
Overall Percentage of Projected RIT Met or Exceeded	(16)
Count of Students with Growth Projection available and Valid Fall 2010-2011 Test Scores	14
(8) Fall 2010 Mean RIT	195.0
Fall 2010 Median RIT (9)	199
(10) Fall 2010 Standard Deviation	18.8

Achievement Status and Growth (ASG) Summary Report

NWEA
Northwest Evaluation Association
Partnering to help all kids learn®

Achievement Status and Growth Summary Report

Filek, Jace
4th Grade Homeroom

Term:	Fall 2010 – Spring 2011
District:	NWEA District 2
School:	St. Helens Elementary School
Grouping:	None
Small Group Display:	no
Growth measured from	Fall 2010 – Spring 2011

Language Usage

Student ID	Name	SP11 Grd	Date	Test Type	FA10 Test RIT	FA10 Std Err	SP11 Test RIT	SP11 Std Err	(19) Growth Std Err	(17) SP11 Growth Projection	(18) SP11 Projected RIT	(20) Projection Met	Growth (21) Index
SF06000494	Barner, Blayne E.	4	4/28/11	S/G	227	3.1	238	3.0	4.3	9	236	Yes	2
SF06000270	Blatnik, Caolynn N.	4	5/6/11	S/G	211	3.0	223	3.0	4.2	9	220	Yes	3
SF06000262	Cymbola, Diamonte E.	4	4/28/11	S/G	159	3.0	163	3.2	4.4	7	166	No	-3
SF06000287	Greenia, Quenten N.	4	4/28/11	S/G	199	3.0	219	3.0	4.2	9	208	Yes	11
SF07001857	Grunenberger, Addryn N.	4	4/28/11	S/G	202	3.0	217	3.0	4.2	9	211	Yes	6
SF06000399	Hanchek, Benjamin N.	4	4/28/11	S/G	195	3.0	196	2.9	4.2	8	203	No	-7
SW07001457	Lagers, Kimbra A.	4	4/28/11	S/G	170	3.0	179	3.0	4.2	8	178	Yes	1
SF06000156	Lensch, Marlin N.	4	4/28/11	S/G	208	3.1	226	2.9	4.2	9	217	Yes	9
SF07001662	Niemela, Yona Michelle E.	4	4/28/11	S/G	212	2.9	232	3.0	4.2	9	221	Yes	11
S08000037	Polese, Harrison N.	4	4/28/11	S/G	180	3.1	184	3.0	4.3	8	188	No	-4
SF06000269	Quartaro, Alexender R.	4	4/28/11	S/G	204	3.0	214	3.1	4.3	9	213	Yes	1
F08000186	Slamka, Nikkita A.	4	4/28/11	S/G	191	3.0	197	3.0	4.2	8	199	No	-2
F08000225	Smoroske, Vassa A.	4	4/28/11	S/G	207	3.0	230	3.1	4.3	9	216	Yes	14
SF06000301	Sullenberger, Cordel L.	4	4/28/11	S/G	194	3.0	197	2.9	4.2	8	202	No	-5

Subject Summary: Language Usage

Count of Students with Valid Beginning and Ending Term Scores	14
(22) Count of Students who Met or Exceeded their Projected RIT	9
Percentage of Students who Met or Exceeded their Projected RIT (23)	64.8%
(24) Overall Percentage of Projected RIT Met or Exceeded	145.9%
Count of Students with VALID Spring 2011 Test Scores	14
Spring 2011 Mean RIT	206.6
Spring 2011 Median RIT	214
Spring 2011 Standard Deviation	21.6

Student Goal Setting Worksheet

Student Goal Setting Worksheet

NWEA
Northwest Evaluation Association

Carter, Jasmine
Student ID: 889905

District: NWEA Sample District 3
School: St. Helens Elementary School
Growth Measured from: Fall 2011 to Spring 2012

Mathematics (MAP: Math 6+ CO 2011)

Projected RIT 217
My Goal ____
RIT Growth *

	FA11
Overall RIT Score	**212**
Goal Performance	
Number Sense and Operations	211-225
Algebraic Structures	212-226
Data Analysis and Probability	*198-211*
Geometric Relationships	*201-215*

Student Action Plan: _____

Reading (MAP: Reading 6+ CO 2011)

Projected RIT 220
My Goal ____
RIT Growth *

	FA11
Overall RIT Score	**217**
Goal Performance	
Phonological Awareness	*181-197*
Phonics	217-248
Concepts of Print	*194-226*
Vocabulary and Word Structure	208-231
Comprehension	218-247
Writing	216-239
Lexile® Range	807-957L

Student Action Plan: _____

Language Usage (MAP: Language 2-12 CO 2011)

Projected RIT 217
My Goal ____
RIT Growth *

	FA11
Overall RIT Score	**214**
Goal Performance	
Use the Writing Process: Plan, Draft, Revise	*203-216*
Write Literary, Narrative, Informational Texts	205-218
Use Correct Grammar and Sentence Formation	211-224
Use Correct Punctuation, Capitalization, Spelling	212-225

Student Action Plan: _____

Student Progress Report (Text Format)

NWEA
Northwest Evaluation Association
Partnering to help all kids learn®

Student Progress Report

Aunspaugh, Darwin N.
Student ID: SF06000494

Term: Fall 2009-2010
District: NWEA Sample District 2
School: St. Helens Elementary School
Growth Measured from: Fall to Spring

Mathematics

Term/ Year	Grade	Student Score Range	Dist Avg RIT	Norm Group Avg	Student Growth	Typical Growth	Student %ile Range
FA09	4	209-212-215	202	204			64-73-81
SP09	3	206-209-212	200	202	21	11	62-72-80
FA08	3	185-188-192	186	192			29-37-50
SP08	2	194-197-200	190	191	13	13	61-70-79
WI08	2	191-194-197	182	187			67-76-83
FA07	2	181-184-187	171	180			60-70-78
SP07	1	185-188-191	174	177	15	13	75-82-89
FA06	1	170-173-176	159	163			71-79-86

Reading

Term/ Year	Grade	Student Score Range (26)	Dist Avg RIT	Norm Group Avg	Student Growth (25)	Typical Growth (17)	Student %ile Range
FA09	4	208-211-214	199	200			72-78-85
SP09	3	212-216-219	197	199	5	6	84-91-95
FA08	3	208-211-214	185	192			90-94-96
SP08	2	212-216-219	186	190	20	9	97-98-99
WI08	2	201-204-207	179	186			87-92-95
FA07	2	192-196-199	170	180			82-89-93
SP07	1	185-188-191	169	172	7	5	89-95-98
FA06	1	178-181-185	158	160			95-97-99

Mathematics Goals Performance – Fall 2009-2010

Number Sense	High
Algebraic Methods, Patterns, and Functions	High
Data analysis and Probability	High
Geometric Concepts, Properties, and Relationships	High
Measurement	High
Computation Concepts and Procedures	HiAvg

Reading Goals Performance – Fall 2009-2010

(1)	Students Read and Understand Variety of Material	High
	Students Apply Thinking Skills to Their Reading	High
	Students Locate, Select, and Use Information	High
	Students Read and Recognize Literature	High

Lexile® Range: 699-849 (7)

Student Progress Report (Graph Format)

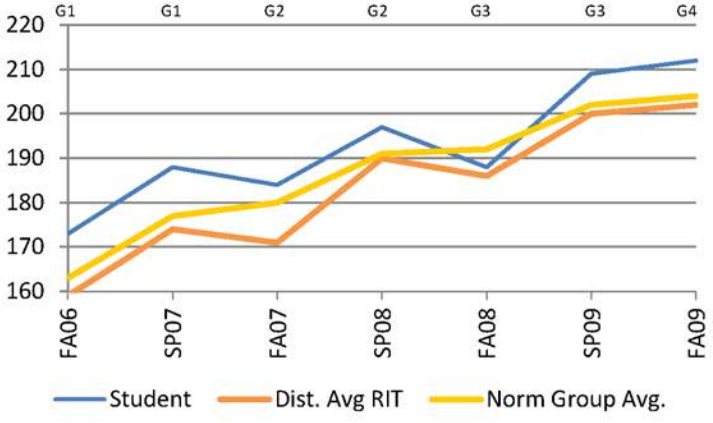
NWEA
Northwest Evaluation Association
Partnering to help all kids learn®

Student Progress Report

Aunspaugh, Darwin N.
Student ID: SF06000494

Term:	Fall 2009-2010
District:	NWEA Sample District 2
School:	St. Helens Elementary School
Growth Measured from:	Fall to Spring

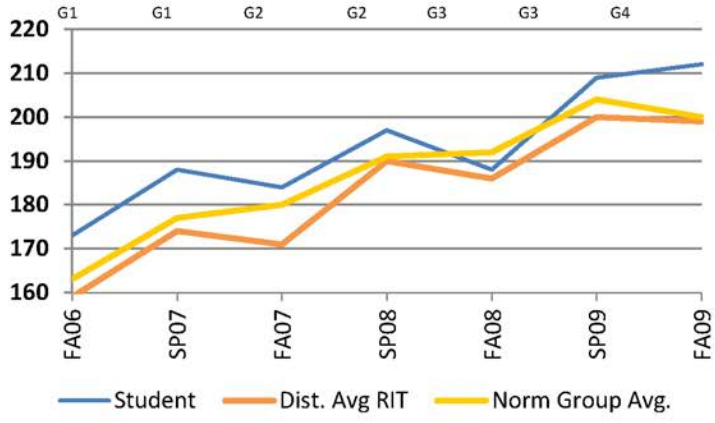
Mathematics



Mathematics Goals Performance – Fall 2009-2010

Number Sense	High
Algebraic Methods, Patterns, and Functions	High
Data analysis and Probability	High
Geometric Concepts, Properties, and Relationships	High
Measurement	High
Computation Concepts and Procedures	HiAvg

Reading



Reading Goals Performance – Fall 2009-2010

Students Read and Understand Variety of Material	High
Students Apply Thinking Skills to Their Reading	High
Students Locate, Select, and Use Information	High
Students Read and Recognize Literature	High

Lexile® Range: 699-849

District Summary Report (Aggregate by School)

NWEA
Northwest Evaluation Association
Partnering to help all kids learn®

District Summary Report

Aggregate by School

District: NWEA Sample District 3
Term: Fall 2010 - 2011
30 Grouping: None
Small Group Display: No

Mathematics

Mt. Bachelor Middle School

Math Survey w/ Goals 6+ CO V2.1

			8	10	9	Goal Performance (27)											
						Number Sense		Algebraic Methods, Patterns, and Functions		Data Analysis and Probability		Geometric Concepts, Properties, and Relationships		Measurement		Computation Concepts and Procedures	
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2010-2011	6	103	212.1	13.4	212	211.5	17.7	215.0	15.5	211.2	14.9	212.5	15.0	211.0	15.0	211.4	15.8
Fall 2010-2011	7	177	217.7	14.5	219	218.1	18.3	219.4	15.7	218.9	16.6	217.4	14.9	215.9	16.2	216.2	16.1
Spring 2009-2010	7	151	218.6	14.7	219	220.7	17.4	218.8	16.5	220.9	17.4	219.5	15.6	215.7	15.1	216.4	16.9
Fall 2009-2010	7	147	213.4	12.9	214	213.8	16.0	214.8	14.2	213.2	15.5	214.7	14.1	212.6	13.9	211.6	14.9
Fall 2010-2011	8	83	224.9	16.4	225	224.7	20.2	226.5	17.1	227.4	17.0	224.7	17.9	222.6	18.0	223.4	17.9
Spring 2009-2010	8	99	226.9	14.0	226	228.3	16.3	225.0	15.0	227.8	16.4	229.7	14.8	225.7	16.7	224.8	15.4
Fall 2009-2010	8	93	221.1	14.5	223	222.2	18.1	221.4	14.5	223.2	16.5	219.5	15.7	219.7	16.1	220.3	15.5
Fall 2010-2011	9	20	232.7	11.2	235	230.9	14.1	234.1	9.9	**236.2** (28)	12.1	232.5	14.1	***228.4*** (29)	17.1	235.1	10.8/

Explanatory Notes:
Due to statistical unreliability, summary data for groups of fewer than 10 students are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

NWEA
Northwest Evaluation Association
Partnering to help all kids learn®

District Summary Report

Aggregate by District

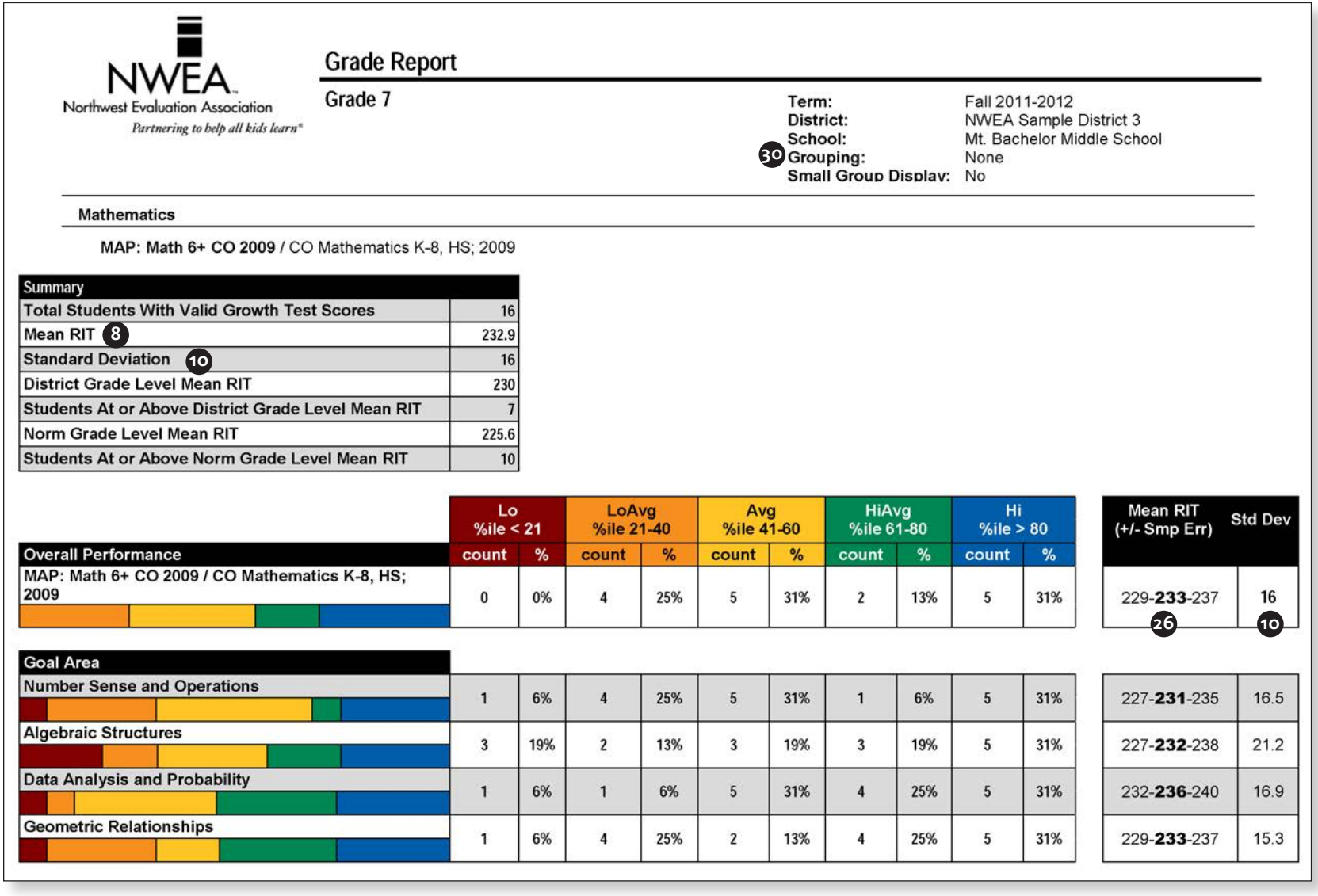
District: NWEA Sample District 3
Term: Fall 2010 - 2011
30 Grouping: None
Small Group Display: No

Mathematics

Term	Grade	Student Count	8 Mean RIT	10 Std Dev	9 Median	Goal Performance (27) Number Sense Mean	Number Sense Std Dev	Algebraic Methods, Patterns, and Functions Mean	Algebraic Methods, Patterns, and Functions Std Dev	Data Analysis and Probability Mean	Data Analysis and Probability Std Dev	Geometric Concepts, Properties, and Relationships Mean	Geometric Concepts, Properties, and Relationships Std Dev	Measurement Mean	Measurement Std Dev (29)	Computation Concepts and Procedures Mean	Computation Concepts and Procedures Std Dev
Fall 2010-2011	2	137	179.4	11.3	180	180.2	14.1	177.2	13.9	180.5	13.0	**183.0**	12.6	178.4	12.9	***175.8***	14.7
Fall 2010-2011	3	148	188.8	11.8	189	189.3	14.6	187.1	13.3	191.6	14.8	189.7	13.8	189.3	14.4	***185.8***	13.8
Spring 2009-2010	3	135	186.7	11.4	186	**190.3** (28)	14.2	185.7	13.0	188.8	13.8	189.6	13.3	185.0	12.7	***181.3***	14.9
Fall 2009-2010	3	124	173.8	10.6	174	173.9	13.0	172.6	14.7	**177.5**	12.1	**177.0**	13.5	175.4	12.5	***167.2***	13.7
Spring 2009-2010	6	119	212.8	14.5	213	212.2	17.6	212.4	15.9	215.3	18.1	213.8	16.0	211.2	14.6	212.1	16.2
Fall 2009-2010	6	110	205.3	13.2	206	205.2	15.5	205.4	15.9	206.5	14.9	206.8	15.7	204.2	14.8	203.3	16.1

Explanatory Notes:
Due to statistical unreliability, summary data for groups of fewer than 10 students are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

Grade Report



NWEA
Northwest Evaluation Association
Partnering to help all kids learn®

Grade Report

Grade 7

Term: Fall 2011-2012
District: NWEA Sample District 3
School: Mt. Bachelor Middle School
Grouping: None (30)
Small Group Display: No

Mathematics

MAP: Math 6+ CO 2009 / CO Mathematics K-8, HS; 2009

Summary	
Total Students With Valid Growth Test Scores	16
Mean RIT (8)	232.9
Standard Deviation (10)	16
District Grade Level Mean RIT	230
Students At or Above District Grade Level Mean RIT	7
Norm Grade Level Mean RIT	225.6
Students At or Above Norm Grade Level Mean RIT	10

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
MAP: Math 6+ CO 2009 / CO Mathematics K-8, HS; 2009	0	0%	4	25%	5	31%	2	13%	5	31%	229-**233**-237 (26)	16 (10)
Goal Area												
Number Sense and Operations	1	6%	4	25%	5	31%	1	6%	5	31%	227-**231**-235	16.5
Algebraic Structures	3	19%	2	13%	3	19%	3	19%	5	31%	227-**232**-238	21.2
Data Analysis and Probability	1	6%	1	6%	5	31%	4	25%	5	31%	232-**236**-240	16.9
Geometric Relationships	1	6%	4	25%	2	13%	4	25%	5	31%	229-**233**-237	15.3

Student Growth Summary Report (Aggregate by School)

NWEA
Northwest Evaluation Association

Student Growth Summary Report

Aggregate by School

Term: Fall 2010-2011
District: NWEA Sample District 3
Grouping: None
Small Group Display: No
Growth measured from Fall 2009 to Fall 2010

Mt. Bachelor Middle School

Reading

		Fall 2009		Fall 2010		Growth (31)		(10)	(32)	(17)	(21)	(24)	(22)	(23)
Grade (Fall 2010)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev		Sampling Error	Mean Growth Projection	Growth Index	Percent of Projection	Count Meeting Growth Projection	Percent Meeting Growth Projection
6	93	199.9	16.4	206.2	16.5	6.3	9.5		1.0	5.4	0.9	116.7	55	59.1
7	162	207.2	14.7	211.8	14.0	4.5	8.5		0.7	4.3	0.3	104.7	84	51.9
8	74	212.6	14.5	217.0	13.5	4.4	10.5		1.2	4.1	0.3	107.3	37	50.0
9	20	219.8	10.1	222.5	10.0	2.7	7.0		1.6	3.1	-0.4	87.1	9	45.0

Student Growth Summary Report (Aggregate by District)

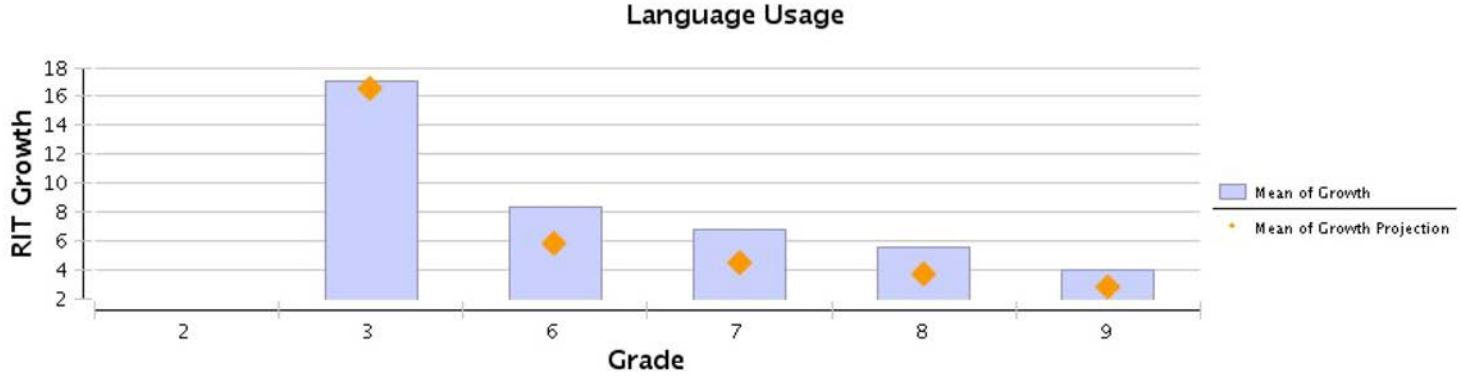
Student Growth Summary Report

Aggregate by District

Term: Fall 2010-2011
District: NWEA Sample District 3
Grouping: None
Small Group Display: No
Growth measured from Fall 2009 to Fall 2010

Language Usage

		Fall 2009		Fall 2010		Growth (31)		(10) (32)	(17)	(21)	(24)	(22)	(23)
Grade (Fall 2010)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error	Mean Growth Projection	Growth Index	Percent of Projection	Count Meeting Growth Projection	Percent Meeting Growth Projection
2	1												
3	120	173.4	15.3	190.4	14.1	17.0	8.2	0.7	16.5	0.5	103.0	63	52.5
6	92	200.4	16.6	208.8	14.0	8.4	9.0	0.9	5.8	2.7	144.8	56	60.9
7	162	207.6	14.8	214.3	12.9	6.8	9.0	0.7	4.4	2.3	154.5	102	63.0
8	74	213.1	12.2	218.7	11.6	5.6	9.3	1.1	3.7	2.0	151.4	50	67.6
9	20	218.8	7.8	222.7	7.0	4.0	6.2	1.4	2.8	1.2	142.9	13	65.0



Projected Proficiency Summary Report (Aggregate by District by Grade)

NWEA
Northwest Evaluation Association
Partnering to help all kids learn®

Projected Proficiency Summary Report

Aggregate by District by Grade

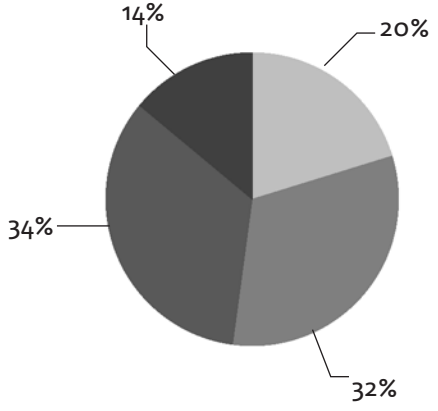
Term: Fall 2011-2012
District: NWEA Sample District 3
Grouping: None

Mathematics

15

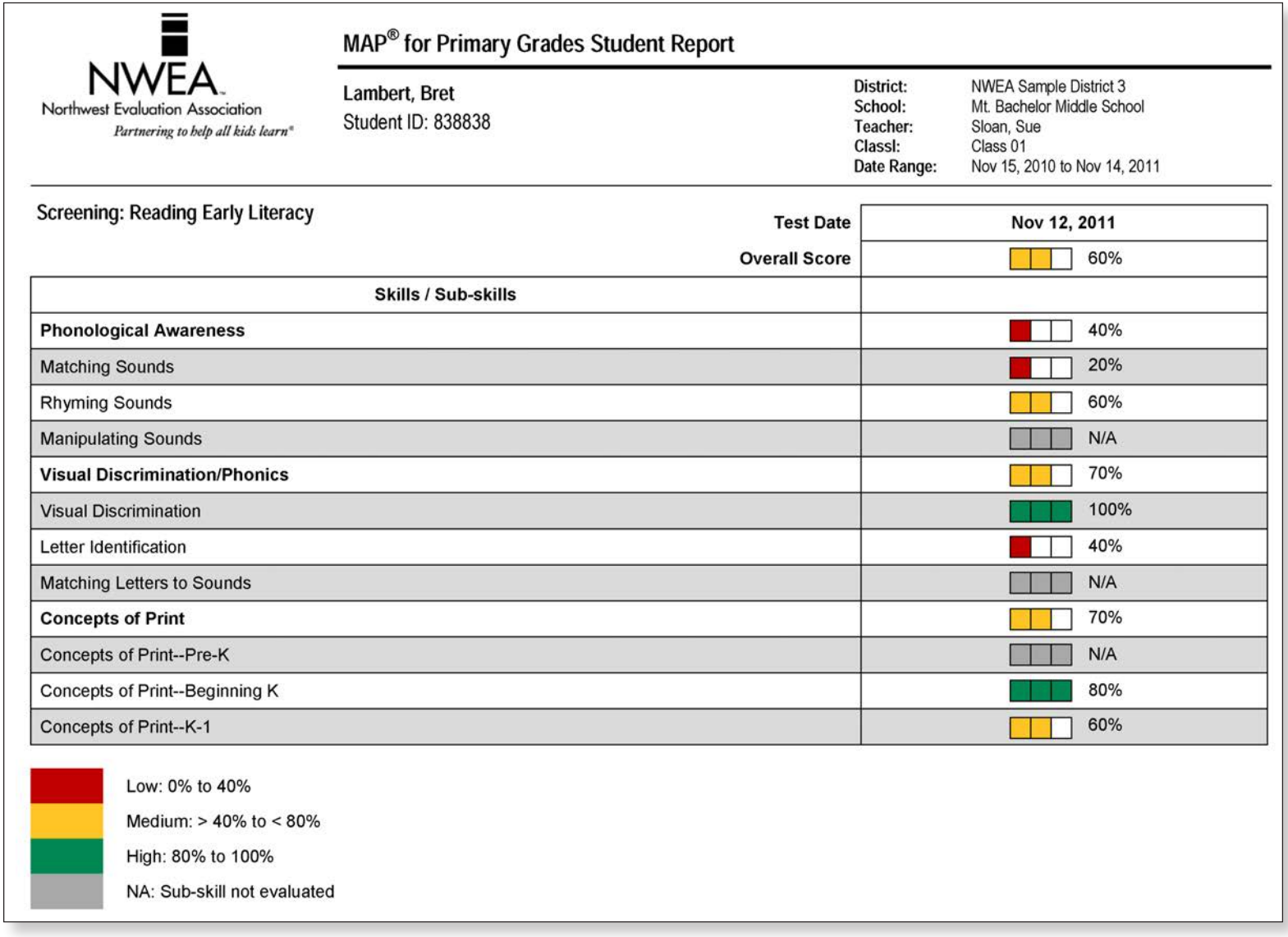
State Test Name: CSAP

Grade	Student Count	Unsatisfactory		Partially Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	156	32	20.5%	22	14.1%	67	42.9%	35	22.4%
3	148	12	8.1%	50	33.8%	56	37.8%	30	20.3%
6	103	18	17.5%	42	40.8%	31	30.1%	12	11.7%
7	177	42	23.7%	69	39.0%	57	32.2%	9	5.1%
8	83	27	32.5%	27	32.5%	18	21.7%	11	13.3%
9	23	7	30.4%	11	47.8%	5	21.7%	0	0.0%
10	4	3	75.0%	1	25.0%	0	0.0%	0	0.0%
Total	694	141	20.3%	222	32.0%	234	33.7%	97	14.0%



MAP® for Primary Grades: Student Report

Screening: Reading Early Literacy



NWEA
Northwest Evaluation Association
Partnering to help all kids learn®

MAP® for Primary Grades Student Report

Lambert, Bret
Student ID: 838838

District: NWEA Sample District 3
School: Mt. Bachelor Middle School
Teacher: Sloan, Sue
Class1: Class 01
Date Range: Nov 15, 2010 to Nov 14, 2011

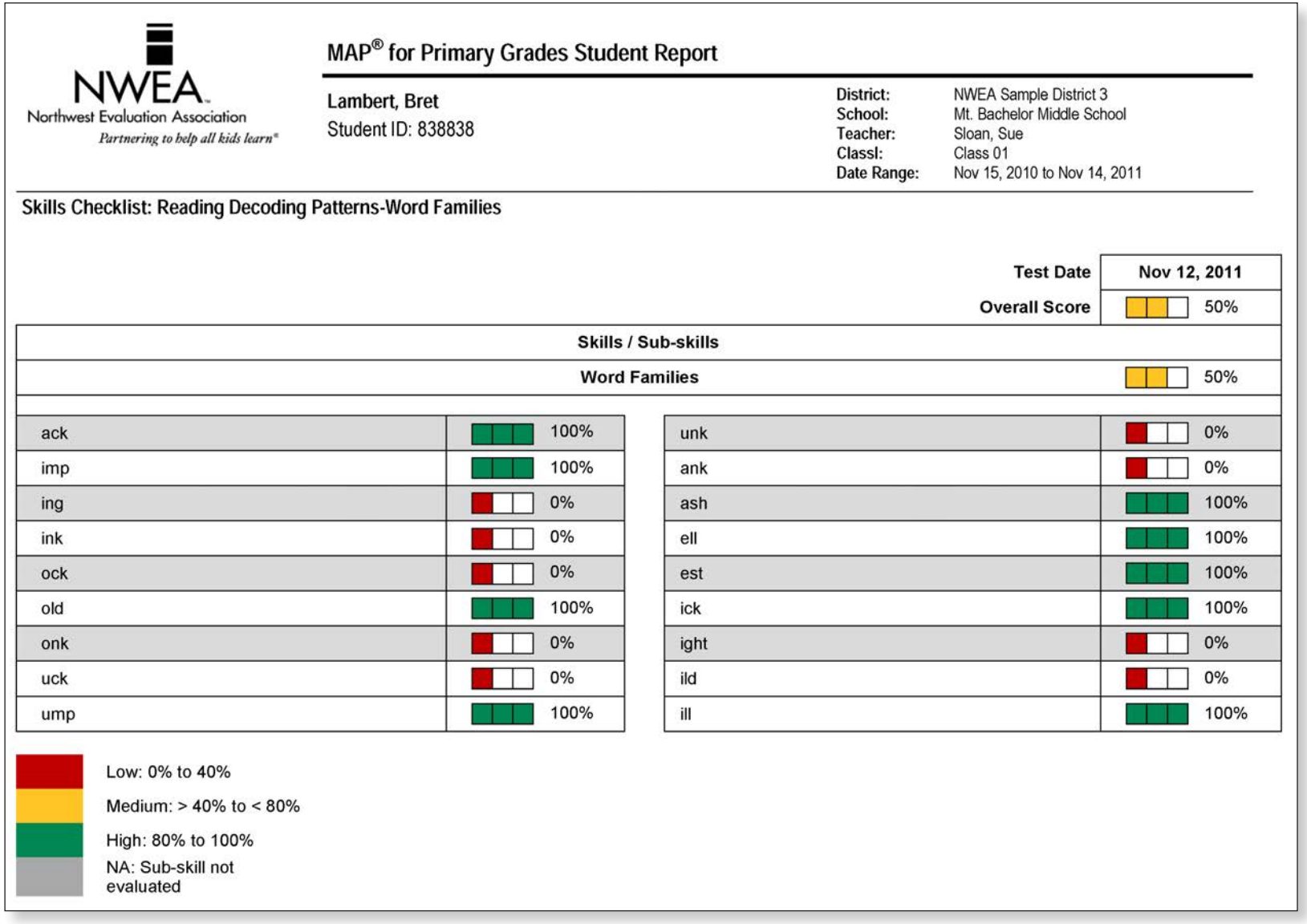
Screening: Reading Early Literacy

Skills / Sub-skills	Test Date: Nov 12, 2011
Overall Score	60%
Phonological Awareness	40%
Matching Sounds	20%
Rhyming Sounds	60%
Manipulating Sounds	N/A
Visual Discrimination/Phonics	70%
Visual Discrimination	100%
Letter Identification	40%
Matching Letters to Sounds	N/A
Concepts of Print	70%
Concepts of Print--Pre-K	N/A
Concepts of Print--Beginning K	80%
Concepts of Print--K-1	60%

Low: 0% to 40%
Medium: > 40% to < 80%
High: 80% to 100%
NA: Sub-skill not evaluated

MAP® for Primary Grades: Student Report

Skills Checklist: Reading Decoding Patterns-Word Families



NWEA
Northwest Evaluation Association
Partnering to help all kids learn®

MAP® for Primary Grades Student Report

Lambert, Bret
Student ID: 838838

District:	NWEA Sample District 3
School:	Mt. Bachelor Middle School
Teacher:	Sloan, Sue
Classl:	Class 01
Date Range:	Nov 15, 2010 to Nov 14, 2011

Skills Checklist: Reading Decoding Patterns-Word Families

	Test Date	Nov 12, 2011
	Overall Score	50%

Skills / Sub-skills	
Word Families	50%
ack	100%
imp	100%
ing	0%
ink	0%
ock	0%
old	100%
onk	0%
uck	0%
ump	100%
unk	0%
ank	0%
ash	100%
ell	100%
est	100%
ick	100%
ight	0%
ild	0%
ill	100%

Low: 0% to 40%
Medium: > 40% to < 80%
High: 80% to 100%
NA: Sub-skill not evaluated

MAP® for Primary Grades: Class Report (by RIT Ranges)

NWEA
Northwest Evaluation Association
Partnering to help all kids learn®

Class Report (by RIT Ranges)

Griffitt, Yefri I.
1st Grade Homeroom

Term: Fall 2010
District: NWEA District 2
School: Mt. Mazama Primary School
Small Group Display: No

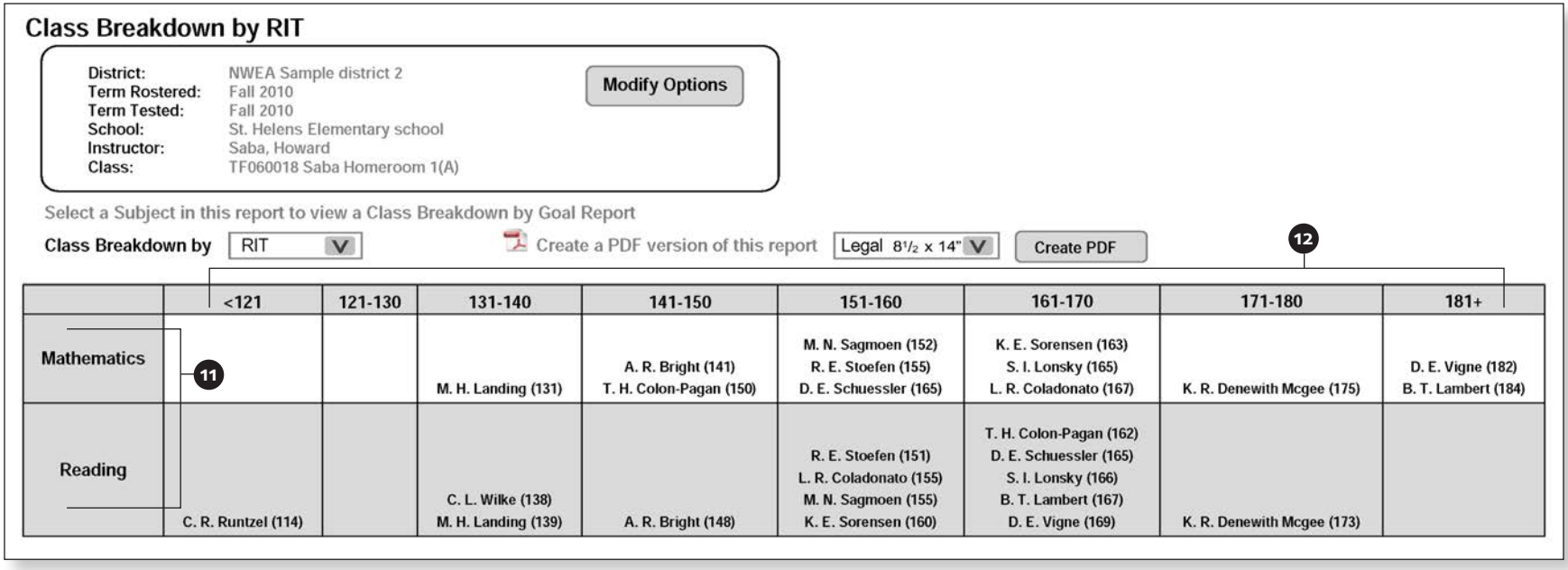
Reading

1 Goal Performance
A. Phonological Awareness
B. Phonics
C. Concepts of Print
D. Vocabulary & Word Structure
E. Comprehension
F. Writing

Primary Grades Reading (Combined Tests-all Goals)

Student ID	Name	Grd	2 Test Type	Test Date	Term	3 RIT	4 Std Err	5 RIT Range	6 %ile	%ile Range	7 Lexile® Range	A	B	C	D	E	F
S11002304	Runtzel, Cedur R.	1	S/G	Oct 8	FA10	114	3.4	111-117	1	1-1	BR	135-150	96-117	92-114	97-113	112-127	97-118
S11001866	Wilke, Cathl L.	1	S/G	Oct 8	FA10	138	3.2	135-141	4	2-8	BR	121-137	122-137	116-133	132-149	144-158	149-164
S11001915	Landing, Meyarah H.	1	S/G	Oct 8	FA10	139	2.9	136-142	5	3-8	BR	124-140	138-153	137-152	127-141	138-153	124-139
S11001999	Bright, Alexander R.	1	S/G	Oct 8	FA10	148	3.0	145-151	17	12-23	BR	137-152	150-165	144-161	139-154	145-160	124-141
S11001997	Stoefen, Rosie E.	1	S/G	Oct 8	FA10	151	3.1	148-154	23	17-31	BR	146-161	147-163	128-142	134-151	159-176	145-161
S11001961	Colandonato, Lenny R.	1	S/G	Oct 8	FA10	155	3.0	152-158	34	26-43	BR	152-167	148-163	149-163	145-160	146-162	148-162
S11002000	Sagmoen, Maegann N.	1	S/G	Oct 8	FA10	155	3.0	152-158	34	26-43	BR	140-157	153-168	158-173	138-153	151-166	142-157
S11002062	Sorensen, Kaye E.	1	S/G	Oct 8	FA10	160	3.0	157-163	49	40-58	BR	149-164	150-165	160-175	150-165	157-172	151-166
S11001966	Colon-Pagan, Teidah H.	1	S/G	Oct 8	FA10	162	2.9	159-165	55	46-64	BR	158-172	154-168	152-166	160-175	157-171	150-165
S11001883	Schuessler, Doyce E.	1	S/G	Oct 8	FA10	165	3.0	162-168	64	55-73	BR	164-180	161-176	157-173	149-163	156-170	157-171
S11001940	Lonsky, Sinaca-Ski I.	1	S/G	Oct 8	FA10	166	2.9	163-169	67	58-75	BR	172-187	157-173	155-170	156-170	157-171	153-168
S11001923	Lambert, Bret T.	1	S/G	Oct 8	FA10	167	3.0	164-170	70	61-78	BR-53	158-174	172-187	169-183	158-173	142-157	155-170
S11001916	Vigne, Dade E.	1	S/G	Oct 8	FA10	169	3.0	166-172	75	67-82	BR-100	168-184	148-165	175-190	161-175	154-169	161-178
S11001902	Denewith Mcgee, Kerry R.	1	S/G	Oct 8	FA10	173	3.0	170-176	84	78-89	18-168	178-193	161-176	174-189	169-183	147-164	163-179
Totals For: Primary Grades Reading (Combined Tests-all Goals)																	
						8 Mean RIT :	154.4										
						Median RIT :	157	9			Mean:	157.9	154.7	155.3	151.4	155.2	152.1
						10 Std Dev:	15.8				Median:	158	158	161	154	157	157
						Total students with valid growth test date:	14				Std Dev:	17.1	18.1	22.2	18.0	12.0	17.1

MAP® for Primary Grades: Class Breakdown by RIT Report



Class Breakdown by RIT

District: NWEA Sample district 2
Term Rostered: Fall 2010
Term Tested: Fall 2010
School: St. Helens Elementary school
Instructor: Saba, Howard
Class: TF060018 Saba Homeroom 1(A)

Modify Options

Select a Subject in this report to view a Class Breakdown by Goal Report

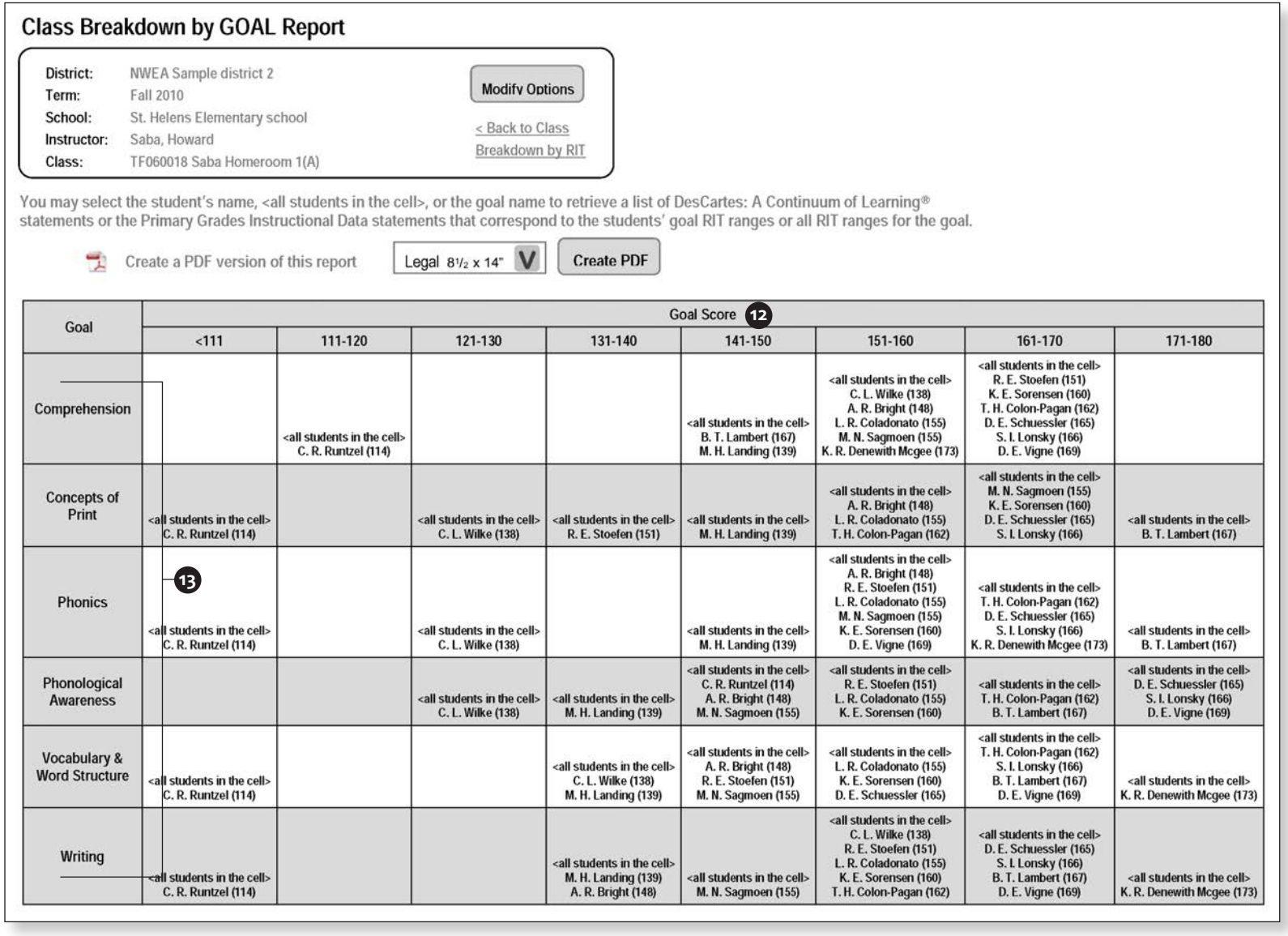
Class Breakdown by: RIT | Create a PDF version of this report | Legal 8½ x 14" | Create PDF

12

	<121	121-130	131-140	141-150	151-160	161-170	171-180	181+
Mathematics			M. H. Landing (131)	A. R. Bright (141) T. H. Colon-Pagan (150)	M. N. Sagmoen (152) R. E. Stoefen (155) D. E. Schuessler (165)	K. E. Sorensen (163) S. I. Lonsky (165) L. R. Coladonato (167)	K. R. Denewith Mcgee (175)	D. E. Vigne (182) B. T. Lambert (184)
Reading	C. R. Runtzel (114)		C. L. Wilke (138) M. H. Landing (139)	A. R. Bright (148)	R. E. Stoefen (151) L. R. Coladonato (155) M. N. Sagmoen (155) K. E. Sorensen (160)	T. H. Colon-Pagan (162) D. E. Schuessler (165) S. I. Lonsky (166) B. T. Lambert (167) D. E. Vigne (169)	K. R. Denewith Mcgee (173)	

11

MAP® for Primary Grades: Class Breakdown by Goal Report



Class Breakdown by GOAL Report

District: NWEA Sample district 2
Term: Fall 2010
School: St. Helens Elementary school
Instructor: Saba, Howard
Class: TF060018 Saba Homeroom 1(A)

Modify Options

< Back to Class Breakdown by RIT

You may select the student's name, <all students in the cell>, or the goal name to retrieve a list of DesCartes: A Continuum of Learning® statements or the Primary Grades Instructional Data statements that correspond to the students' goal RIT ranges or all RIT ranges for the goal.

Create a PDF version of this report | Legal 8½ x 14" | Create PDF

Goal	Goal Score 12							
	<111	111-120	121-130	131-140	141-150	151-160	161-170	171-180
Comprehension		<all students in the cell> C. R. Runtzel (114)			<all students in the cell> B. T. Lambert (167) M. H. Landing (139)	<all students in the cell> C. L. Wilke (138) A. R. Bright (148) L. R. Coladonato (155) M. N. Sagmoen (155) K. R. Denewith Mcgee (173)	<all students in the cell> R. E. Stoefen (151) K. E. Sorensen (160) T. H. Colon-Pagan (162) D. E. Schuessler (165) S. I. Lonsky (166) D. E. Vigne (169)	
Concepts of Print	<all students in the cell> C. R. Runtzel (114)		<all students in the cell> C. L. Wilke (138)	<all students in the cell> R. E. Stoefen (151)	<all students in the cell> M. H. Landing (139)	<all students in the cell> A. R. Bright (148) L. R. Coladonato (155) T. H. Colon-Pagan (162)	<all students in the cell> M. N. Sagmoen (155) K. E. Sorensen (160) D. E. Schuessler (165) S. I. Lonsky (166)	<all students in the cell> B. T. Lambert (167)
Phonics	13 <all students in the cell> C. R. Runtzel (114)		<all students in the cell> C. L. Wilke (138)		<all students in the cell> M. H. Landing (139)	<all students in the cell> A. R. Bright (148) R. E. Stoefen (151) L. R. Coladonato (155) M. N. Sagmoen (155) K. E. Sorensen (160) D. E. Vigne (169)	<all students in the cell> T. H. Colon-Pagan (162) D. E. Schuessler (165) S. I. Lonsky (166) K. R. Denewith Mcgee (173)	<all students in the cell> B. T. Lambert (167)
Phonological Awareness			<all students in the cell> C. L. Wilke (138)	<all students in the cell> M. H. Landing (139)	<all students in the cell> C. R. Runtzel (114) A. R. Bright (148) M. N. Sagmoen (155)	<all students in the cell> R. E. Stoefen (151) L. R. Coladonato (155) K. E. Sorensen (160)	<all students in the cell> T. H. Colon-Pagan (162) B. T. Lambert (167)	<all students in the cell> D. E. Schuessler (165) S. I. Lonsky (166) D. E. Vigne (169)
Vocabulary & Word Structure	<all students in the cell> C. R. Runtzel (114)			<all students in the cell> C. L. Wilke (138) M. H. Landing (139)	<all students in the cell> A. R. Bright (148) R. E. Stoefen (151) M. N. Sagmoen (155)	<all students in the cell> L. R. Coladonato (155) K. E. Sorensen (160) D. E. Schuessler (165)	<all students in the cell> T. H. Colon-Pagan (162) S. I. Lonsky (166) B. T. Lambert (167) D. E. Vigne (169)	<all students in the cell> K. R. Denewith Mcgee (173)
Writing	<all students in the cell> C. R. Runtzel (114)			<all students in the cell> M. H. Landing (139) A. R. Bright (148)	<all students in the cell> M. N. Sagmoen (155)	<all students in the cell> C. L. Wilke (138) R. E. Stoefen (151) L. R. Coladonato (155) K. E. Sorensen (160) T. H. Colon-Pagan (162)	<all students in the cell> D. E. Schuessler (165) S. I. Lonsky (166) B. T. Lambert (167) D. E. Vigne (169)	<all students in the cell> K. R. Denewith Mcgee (173)

NWEA
Northwest Evaluation Association
Partnering to help all kids learn®

Primary Grades Instructional Data

Reading

Goal: Comprehension

14

RIT Score Range: 141 -150

Statements Last Updated: Aug 27, 2011

Skills and Concepts to Enhance (73% Probability*) 131 - 140	Skills and Concepts to Develop (50% Probability*) 141 -150	Skills and Concepts to Introduce (27% Probability*) 151 - 160
Literal Comprehension	**Literal Comprehension**	**Literal Comprehension**
131 Distinguishes a real from a make-believe character 132 Recognizes story characters 132 Matches a book cover to a given topic 133 Recognizes characters of a book from a given cover illustration (literary) 134 Matches a picture to a story element (problem) 134 Matches the correct illustration to a given story (setting) 135 Matches a picture to a given description (details) 135 Identifies the main idea of a literary story (two to five sentences) 135 Locates the main idea of a given fictional story 136 Matches a picture to a story element (setting) 137 Recognizes the characters of a literary passage (given the cover illustration) 139 Identifies a table of contents	141 Classifies pictures into a group (animals) 141 Classifies pictures into a group (food) 141 Locates a detail in a short literary passage (two to five sentences) 141 Matches a picture to a given description (main idea) 142 Classifies pictures into a group (things that melt) 142 Recognizes the characters of a literary passage (text not shown on screen) 143 Matches a picture word to a given description (story details) 143 Matches a picture to a given sequence of events (first event) 144 Classifies pictures into a group (things that are round) 144 Classifies an onomatopoeia in a given sentence (term not used) 144 Sorts pictures into chronological order using first, next, and last 146 Classifies pictures into a group (things that are hot) 146 Classifies people in a literary passage as characters 146 Identifies the setting from a given book cover (the woods) 148 Identifies the main idea of a literary story where the title alone does not clarify which is the main idea (two to five sentences) 149 Infers the word that best completes a given poem (word repetition) 149 Distinguishes between the characters, setting, and details of a literary passage (two to five sentences) 150 Infers the title of a book from the cover illustration	151 Identifies the setting from a given illustration and a literary passage (two to five sentences) 151 Identifies the main idea of an informational passage (two to five sentences) 152 Classifies pictures into a group (things in the ocean) 154 Matches a list of words with a given category (fruit) 154 Infers the phrase that best completes a sentence (predictable text; two to five sentences) 154 Infers the phrase that completes a sentence (predictable text) 154 Sorts pictures to retell the sequence of a story (beginning, middle, end) 155 Identifies the genre from a story description (biography) 155 Infers the word that best completes a given poem (word repetition) 155 Locates the story problem in a literary passage (two to five sentences) 155 Identifies the main idea of a book, given the cover illustration 155 Matches a picture to a given sequence of events (next event) 156 Classifies pictures into a group (things that grow) 156 Classifies pictures into a group (vegetables) 156 Identifies the characters of a literary passage 157 Classifies pictures into a group (camping) 157 Identifies a table of contents 157 Matches a simple sentence to a given picture (answer options not read aloud) 158 Locates a detail about a character in a given literary text 159 Recognizes a map 159 Infers the phrase that best completes a sentence (poem; rhyming; two to five sentences)
Interpretive Comprehension	**Interpretive Comprehension**	**Interpretive Comprehension**
132 Infers the answer to a riddle (illustrations only) 133 Infers a detail from a literary passage (two to five sentences) 134 Matches a book title and cover illustration to a given topic 135 Matches a title of a book to a given cover illustration 137 Infers the setting of a story 139 Predicts the next event from a literary story	141 Infers the cause of a given effect 141 Predicts the effect of a given event (illustration only) 142 Infers the outcome of a given situation based on facial expressions (hurt) 143 Infers the story problem in a literary passage (two to five sentences) 146 Matches a definition to a given picture (picnic) 147 Infers the answer to a given riddle 147 Predicts the next event from a given picture (illustration only) 149 Predicts the next event from an informational passage (two to five sentences) 149 Predicts the next event from given descriptions and illustrations	152 Infers the outcome of a given situation based on facial expressions (mad) 152 Recognizes the genre of a book from its cover and illustration (fiction) 154 Interprets a simile 156 Infers the main idea from a given illustration and description 156 Predicts the next event from a given picture (illustration only) 157 Infers a likely result of a given event (illustration only) 158 Infers the narrator in given dialogue (two to five sentences) 160 Predicts a setting based on a given set of words
Evaluative Comprehension	**Evaluative Comprehension**	**Evaluative Comprehension**
	149 Compares the setting of two pictures (similarities)	153 Compares the setting of two pictures (similarities) 156 Infers the author's purpose for a given advertisement

Explanatory Notes
* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills.
Both data from test items and review by NWEA curriculum specialists are used to place Primary Grades Instructional Data statements into appropriate RIT ranges.
Blank cells indicate data are limited or unavailable for this range or document version.

MAP® for Primary Grades: Primary Grades Instructional Data

One Column: Reading

NWEA
Northwest Evaluation Association
Partnering to help all kids learn®

Primary Grades Instructional Data

Reading
Goal: Comprehension

RIT Score Range: 141 -150
Statements Last Updated: Aug 27, 2011

Skills and Concepts to Develop (50% Probability*) 14 141 -150	
Literal Comprehension	
141	Classifies pictures into a group (animals)
141	Classifies pictures into a group (food)
141	Locates a detail in a short literary passage (two to five sentences)
141	Matches a picture to a given description (main idea)
142	Classifies pictures into a group (things that melt)
142	Recognizes the characters of a literary passage (text not shown on screen)
143	Matches a picture word to a given description (story details)
143	Matches a picture to a given sequence of events (first event)
144	Classifies pictures into a group (things that are round)
144	Classifies an onomatopoeia in a given sentence (term not used)
144	Sorts pictures into chronological order using first, next, and last
146	Classifies pictures into a group (things that are hot)
146	Classifies people in a literary passage as characters
146	Identifies the setting from a given book cover (the woods)
148	Identifies the main idea of a literary story where the title alone does not clarify which is the main idea (two to five sentences)
149	Infers the word that best completes a given poem (word repetition)
149	Distinguishes between the characters, setting, and details of a literary passage (two to five sentences)
150	Infers the title of a book from the cover illustration
Interpretive Comprehension	
141	Infers the cause of a given effect
141	Predicts the effect of a given event (illustration only)
142	Infers the outcome of a given situation based on facial expressions (hurt)
143	Infers the story problem in a literary passage (two to five sentences)
146	Matches a definition to a given picture (picnic)
147	Infers the answer to a given riddle
147	Predicts the next event from a given picture (illustration only)
149	Predicts the next event from an informational passage (two to five sentences)
149	Predicts the next event from given descriptions and illustrations
Evaluative Comprehension	
149	Compares the setting of two pictures (similarities)

NWEA
Northwest Evaluation Association
Partnering to help all kids learn

MAP® for Primary Grades Class Report

Sloan, Sue
Class 01

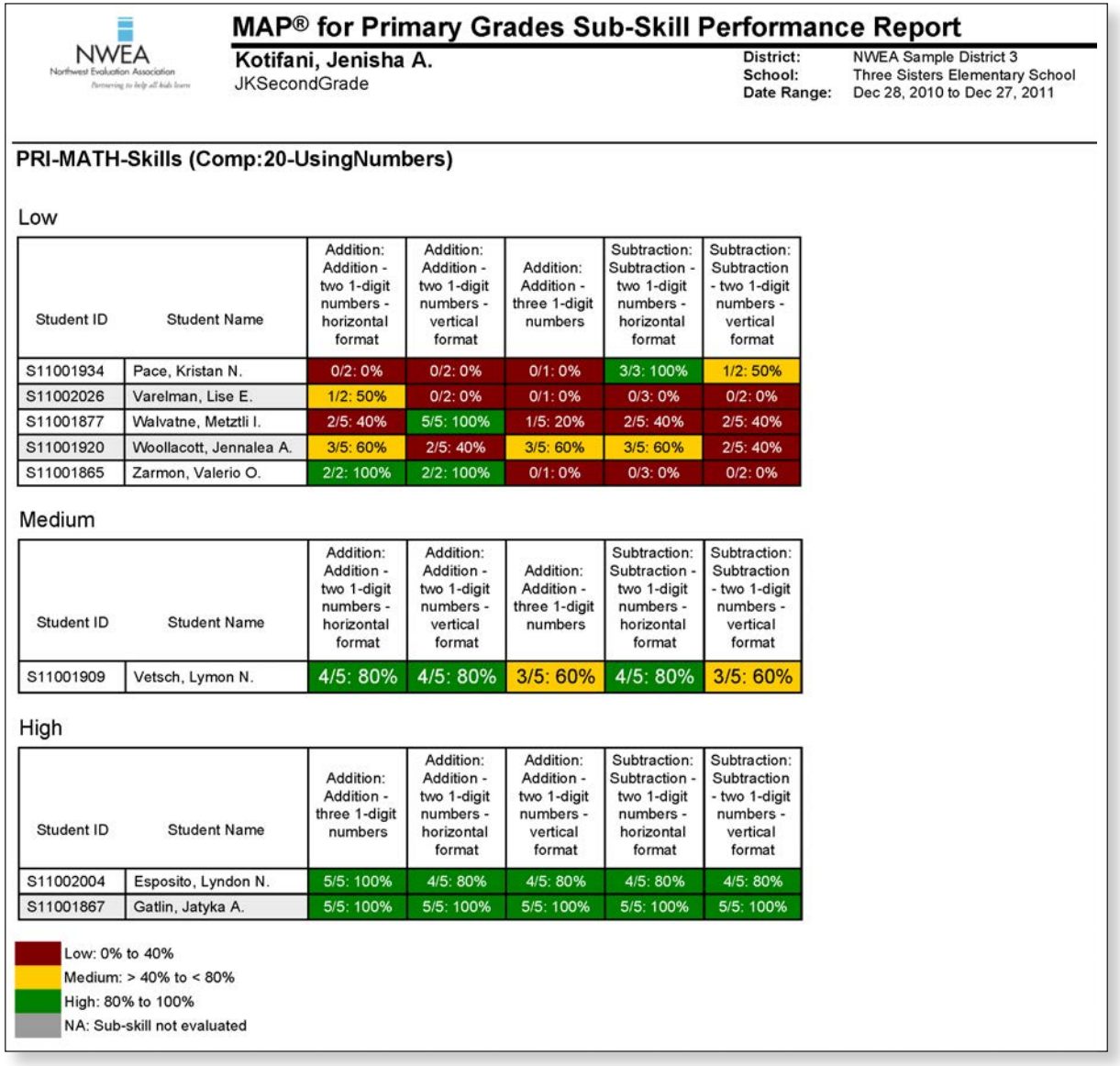
District: NWEA Sample District 3
School: Mt. Bachelor Middle School
Date Range: Dec 28,2010 to Dec 27, 2011

Skills / Sub-skills	Scores	Total # of Students
Phonological Awareness	3 | 1	4
Matching Sounds	3 | 1	4
Rhyming Sounds	1 | 2 | 1	4
Manipulating Sounds	2 | 3	4
Visual Discrimination/Phonics	1 | 2 | 1 (33)	4
Visual Discrimination	1 | 2 | 1	4
Letter Identification	1 | 1 | 1	4
Matching Letters to Sounds	1 | 3	4
Concepts of Print	2 | 1 | 1	4
Concepts of Print--Pre-K	1 | 1 | 2	4
Concepts of Print--Beginning K	2 | 2	4
Concepts of Print--K-1	2 | 2	4

Low: 0% to 40%
Medium: > 40% to < 80%
High: 80% to 100%
NA: Sub-skill not evaluated

MAP® for Primary Grades: Class Report

Sub-Skill Performance



NWEA
Northwest Evaluation Association

MAP® for Primary Grades Sub-Skill Performance Report

Kotifani, Jenisha A.
JKSecondGrade

District: NWEA Sample District 3
School: Three Sisters Elementary School
Date Range: Dec 28, 2010 to Dec 27, 2011

PRI-MATH-Skills (Comp:20-UsingNumbers)

Low

Student ID	Student Name	Addition: Addition - two 1-digit numbers - horizontal format	Addition: Addition - two 1-digit numbers - vertical format	Addition: Addition - three 1-digit numbers	Subtraction: Subtraction - two 1-digit numbers - horizontal format	Subtraction: Subtraction - two 1-digit numbers - vertical format
S11001934	Pace, Kristan N.	0/2: 0%	0/2: 0%	0/1: 0%	3/3: 100%	1/2: 50%
S11002026	Varelman, Lise E.	1/2: 50%	0/2: 0%	0/1: 0%	0/3: 0%	0/2: 0%
S11001877	Walvatne, Metztli I.	2/5: 40%	5/5: 100%	1/5: 20%	2/5: 40%	2/5: 40%
S11001920	Woollacott, Jennalea A.	3/5: 60%	2/5: 40%	3/5: 60%	3/5: 60%	2/5: 40%
S11001865	Zarmon, Valerio O.	2/2: 100%	2/2: 100%	0/1: 0%	0/3: 0%	0/2: 0%

Medium

Student ID	Student Name	Addition: Addition - two 1-digit numbers - horizontal format	Addition: Addition - two 1-digit numbers - vertical format	Addition: Addition - three 1-digit numbers	Subtraction: Subtraction - two 1-digit numbers - horizontal format	Subtraction: Subtraction - two 1-digit numbers - vertical format
S11001909	Vetsch, Lymon N.	4/5: 80%	4/5: 80%	3/5: 60%	4/5: 80%	3/5: 60%

High

Student ID	Student Name	Addition: Addition - three 1-digit numbers	Addition: Addition - two 1-digit numbers - horizontal format	Addition: Addition - two 1-digit numbers - vertical format	Subtraction: Subtraction - two 1-digit numbers - horizontal format	Subtraction: Subtraction - two 1-digit numbers - vertical format
S11002004	Esposito, Lyndon N.	5/5: 100%	4/5: 80%	4/5: 80%	4/5: 80%	4/5: 80%
S11001867	Gatlin, Jatyka A.	5/5: 100%	5/5: 100%	5/5: 100%	5/5: 100%	5/5: 100%

Low: 0% to 40%
Medium: > 40% to < 80%
High: 80% to 100%
NA: Sub-skill not evaluated

Copyright

Trademarks

Northwest Evaluation Association™

121 NW Everett Street, Portland, OR 97209

503.624.1951 | NWEA.org | Revised 6/2012 |

2011 Normative Data

Having the right data is a key component of individualizing instruction for each child. NWEA has the ability to measure a student's achievement and academic growth, independent of grade, across time. From the insight provided with Measures of Academic Progress® (MAP®) and its reports, educators can compare class- or grade-level performance to students from a wide variety of schools across the country. Status norms provide a starting point for educators to review data, and help them gain an understanding of each child's current academic level, where they need focused instruction, and the extent of their progress. Additional information about how status and growth norms were determined can be found in NWEA's **2011 NWEA RIT Scale Norms Study**.

Measures of Academic Progress (MAP) Status and Growth Norms

The 2011 NWEA RIT Scale Norms Study provides growth and status norms for all five RIT scales: Reading, Language Usage, Mathematics, General Science, and Science Concepts and Processes. The study's results are based on grade level (K-11) samples of at least 20,000 students per grade. These samples were randomly drawn from a test records pool of 5.1 million students, from over 13,000 schools in more than 2,700 school districts in 50 states. Rigorous post-stratification procedures were then used to maximize the degree to which both status and growth norms are representative of the U.S. school-age population.

The 2011 norms allow for flexible interpretations of both growth and status by taking instructional weeks into account. For example, the norms may be used to locate a student's status (as a percentile rank) for any specified instructional week of the school year. Similarly, typical growth, conditioned on the student's initial score, may be determined for any number of instructional weeks separating two test occasions within a 12-month period. This flexibility allows educators to test students at times that make the most sense in view of their own informational needs. And, regardless of when they conduct testing, they can make norm-referenced interpretations of test results that are consistent with their chosen testing schedule.

As an additional reference, the norms can provide the percentile rank corresponding to a student's observed gain for a given instructional interval. This helps educators to move beyond the simple conclusion that a student either "made target growth" or did not to discern how a particular student's growth compares to the growth of similar students. These norms also allow school-grade level performance for one school to be compared to other schools in the same state that operate under a similar set of conditions. This allows school and district administrators to use the norms to make "apples to apples" comparisons between their schools and schools from the same state with similar characteristics.

2011 READING STATUS NORMS (RIT VALUES)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
K	142.5	151.0	157.7
1	160.3	170.7	176.9
2	175.9	183.6	189.6
3	189.9	194.6	199.2
4	199.8	203.2	206.7
5	207.1	209.8	212.3
6	212.3	214.3	216.4
7	216.3	218.2	219.7
8	219.3	221.2	222.4
9	221.4	221.9	222.9
10	223.2	223.4	223.8
11	223.4	223.5	223.7

2011 MATHEMATICS STATUS NORMS (RIT VALUES)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
K	143.7	150.7	159.1
1	162.8	172.4	179.0
2	178.2	185.5	191.3
3	192.1	198.5	203.1
4	203.8	208.7	212.5
5	212.9	217.8	221.0
6	219.6	222.8	225.6
7	225.6	228.2	230.5
8	230.2	232.8	234.5
9	233.8	234.9	236.0
10	234.2	235.5	236.6
11	236.0	237.2	238.3

2011 LANGUAGE USAGE STATUS NORMS (RIT VALUES)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
2	175.4	185.3	190.0
3	191.1	196.5	200.3
4	200.9	204.4	207.0
5	208.0	211.0	212.9
6	212.3	214.4	216.2
7	215.8	217.3	218.7
8	218.7	220.2	221.3
9	220.6	221.0	221.8
10	221.9	222.2	222.7
11	222.1	222.7	223.3

In the samples, each district's base school calendar was used to determine instructional days. Using the instructional days data, time frames for beginning-of-year tests, middle-of-year tests, and end-of-year tests were established. The centers of these time frames were roughly 20 days, 80 days, and 130 days from the beginning of the academic year of the student's school for the fall, winter and spring terms, respectively.

2011 GENERAL SCIENCE STATUS NORMS (RIT VALUES)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
3	189.0	192.5	195.5
4	196.4	198.7	200.8
5	201.3	203.7	205.3
6	205.4	206.8	208.1
7	208.2	209.5	210.9
8	211.2	212.4	213.5
9	213.2	213.6	214.3
10	214.9	215.6	216.2

2011 SCIENCE CONCEPTS STATUS NORMS (RIT VALUES)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
3	188.0	191.7	194.5
4	195.4	197.5	199.5
5	200.6	202.8	204.3
6	204.6	205.9	207.1
7	207.5	208.7	209.9
8	210.4	211.5	212.4
9	213.2	213.6	214.3
10	213.9	214.3	214.6