

WORKBOOK

MAP Growth Basics



KEY CHARACTERISTICS

map GROWTH

MAP® Growth™ assessments dynamically measure what students know, show how they've grown, and provide information to help inform educator decisions. These personalized assessments:



Measure growth over time

- Are given three to four times each year
- Use an equal-interval scale
- Provide growth projections for goal setting



Adapt to each student

- Offer unique, appropriately challenging tests for each student
- Are not limited by grade level
- Provide real-time interactive reports



Inform instruction

- Identify areas of strength and possible areas of focus
- Support planning for differentiation and scaffolding for access and extension
- Provide an indicator of formative assessment needs



Support continuous improvement

- Present data at the student, class, grade, school, or district level
- Provide projections aligned with state assessments
- Provide projections related to college and career readiness

Overview

Get ready for a successful implementation, gain a solid understanding of what makes MAP Growth unique, and dive into resources that can help inform the process. Learn how to administer the assessments and begin to understand the importance of engaging students and leveraging data to inform instruction.

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Resources

[MAP Growth Basics Padlet®](#)

[MAP® reports site](#)

[Normative data](#)

[MAP Growth Reports Portfolio](#)

[NWEA® Professional Learning Online](#)

[MAP Help Center Quick References](#)

[Teach. Learn. Grow. blog](#)

[NWEA.org](#)

What Are the Purpose and Value of MAP Growth Assessments?

If you were riding an elevator with someone unfamiliar with MAP Growth, how might you explain its purpose and value? Formulating an elevator speech helps you confidently explain MAP Growth to colleagues, students, and families.

What keywords or ideas are most important in understanding MAP Growth assessments and data?

KEYWORD OR IDEA #1

KEYWORD OR IDEA #2

KEYWORD OR IDEA #3

KEYWORD OR IDEA #4

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

YOUR ELEVATOR SPEECH

How Do MAP Growth Assessments Work?

Practice setting up, administering, and taking a MAP Growth assessment.

With a partner, decide who will begin as the proctor and who will begin as the student. You'll need two separate devices.

Setting up testing: Basic proctor steps

1. On your device, log in to the [MAP reports site](#) using the sample username and password your NWEA Professional Learning Consultant provided.
2. Select **Manage Test Sessions**. Choose **Help** in the page heading menu. These instructions walk you through testing.
3. With your partner, view the proctor videos **Proctor Quick Start** and **Set Up Testing Session**.
4. Return to the MAP reports site. Create a test session by choosing **Manage Test Sessions** and then **Test My Class**. You'll have two students.
5. Give the test session name and password to your student partner.
6. Practice pausing and ending the test.

Taking the test: Student experience

1. Access the [student login screen](#).
 - Disable any pop-up blocker software tools before you begin.
 - Note: Students can access the MAP Growth Practice Test questions [here](#).
2. Enter the test session name and password your partner or NWEA Professional Learning Consultant provides and select the arrow button.
3. Choose your sample student name and test from the drop-down lists. Select the blue button with the arrow.
4. Confirm that your information is correct by choosing the blue **Yes** button and wait for the proctor to confirm your information. After it is confirmed, select the blue button with the arrow to proceed.
5. Start the test. Select the arrow button after answering each question.

OBSERVATIONS AND NOTES

What Does MAP Growth Tell Me About My Primary Students?

Learn more about the Screening, Skills Checklist, and MAP Growth assessments and what you can learn about your students.

Making Connections Worksheet for MAP Growth K-2

	SCREENING	SKILLS CHECKLIST	MAP GROWTH
Description			
Adaptive?	☐ Y ☐ N	☐ Y ☐ N	☐ Y ☐ N
Tests available			
Scores			
Instructional level or diagnostic?	☐ IL ☐ D	☐ IL ☐ D	☐ IL ☐ D
Normative data?	☐ Y ☐ N	☐ Y ☐ N	☐ Y ☐ N
Audience			
Testing intervals			
How can I use these?			

WHAT DOES MAP GROWTH TELL ME ABOUT MY PRIMARY STUDENTS?, CONTINUED

As you read the following scenario and complete the associated activities, you'll learn more about the Screening, Skills Checklist, and MAP Growth assessments.

After each part, record any questions or notes on the **Making Connections Worksheet for MAP Growth K-2** on [page 6](#).

SAMPLE STUDENT	GRADE LEVEL	SUBJECT

Scenario Part 1: Screening

_____ is a student in your second-grade class. Since starting kindergarten, your student has taken the three different types of MAP Growth K-2 assessments—Screening, Skills Checklist, and Growth—that make up the MAP Growth assessment system in Reading and Math.

To determine kindergarten readiness, your student took two MAP Growth K-2 assessments:

- The **Screening: Reading Early Literacy**, which assesses a student's abilities related to rhyming, letter identification, and concepts of print
- The **Screening: Mathematics Early Numeracy**, which assesses a student's ability to count, identify numbers, and do basic computations

In these tests, how the student responds to an initial set of questions determines the level of difficulty for the next set of questions.

Refer to the MAP Growth K-2 Student report for **Screening: Reading Early Literacy** in the [MAP Growth Reports Portfolio](#).

1. Locate your student's MAP Growth K-2 **Screening: Reading Early Literacy** report. How did your student perform on the Visual Discrimination/Phonics portion of the assessment?

2. In looking at your student's screening assessment, what inferences can you make that would help you design instruction to meet your student's individual needs?

Scenario Part 2: Skills Checklist

This year, your student has taken several of the 10 Reading and 28 Math Skills Checklist assessments.

You use these tests 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 assessments randomly present all the test questions to each student, but the Math Computation Skills Checklist assessments end after the first 10 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 takes a Reading Skills Checklist test called Reading Decoding Patterns-Word Families.

Refer to the MAP Growth K-2 Student Report: Screening and Skills Checklist in the [MAP Growth Reports Portfolio](#).

A list of the Skills Checklist tests is available under **Early Learning Test Selection** on the [MAP Help Center Quick References website](#).

1. What percentage of the word families did your student know?

2. As the teacher, how could you use this information to plan instruction for your student?

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

Scenario Part 3: MAP Growth K-2

Continue exploring the MAP Growth K-2 assessments on the following pages, as time allows.

Use the MAP Growth K-2 Class Profile report and Class Breakdown reports in the MAP Growth Reports Portfolio to complete the additional scenarios.

What Does MAP Growth Tell Me About My Students?

Learn more about the data MAP Growth provides and what you can learn about your students.

Making Connections Worksheet for MAP Growth

Adaptive assessment

- Adapts to a student's current level based on the student's responses to each question
- Gives accurate data for students at all levels of achievement

YOUR QUESTIONS AND NOTES

RIT score

- Measures growth on an equal-interval scale
- Is not tied to grade level
- Reflects the relative difficulty of test items the student answered with approximately 50 percent accuracy

YOUR QUESTIONS AND NOTES

Normative data

- Identifies typical (average) scores for each grade level, subject, and season

YOUR QUESTIONS AND NOTES

WHAT DOES MAP GROWTH TELL ME ABOUT MY STUDENTS?, CONTINUED

As you read the following scenario and complete the associated activities, you'll learn more about MAP Growth assessments.

After each part, record any questions or notes on the **Making Connections Worksheet for MAP Growth** on [page 9](#).

Scenario Part 1: Class Profile Report Test Details

Your class is taking a MAP Growth computer-adaptive assessment, which they may take up to four times per year.

The **Test Details** tab on the Class Profile report provides information about your class's most recent test event.

Refer to the Class Profile report in your [MAP Growth Reports Portfolio](#).

1. What kinds of information are available on the **Test Details** tab?

2. How will your school decide when a student should retest?

The **Rapid Guessing Percentage** identifies where students progressed through a question much more quickly than is typical. The Class Profile report identifies any students whose results indicate that they may have been guessing enough to impact their score.

Scenario Part 2: Class Profile Achievement Details

The MAP Growth assessment determines which questions to ask each student based on their answers to previous questions. If they answer a question correctly, the test then asks them a more difficult question.

Likewise, if a student answers a question incorrectly, they receive an easier question next time. After completing the assessment, each student receives an overall RIT score for the subject in which they were tested.

The **Achievement Details** tab of the Class Profile report provides information about how your students performed on each MAP Growth assessment.

1. What is the national average RIT score for this grade level and subject?

The national average, the **Norm Grade Level Mean RIT**, is the RIT score for the subject, season, and grade level. See **Normative Data Charts** on [page 21](#) of this workbook for norm grade-level mean scores for all grades, subjects, and test seasons.

2. How does your class average compare to the national average?

Comparing a class average to the national average provides context about the overall achievement of the class.

3. What does the **Achievement Percentiles** chart tell you about this group of students?

Scenario Part 3: Student Profile

The **Student Details** section of the Class Profile report provides information for each student in the class who has completed the test. Select a column header to sort students alphabetically, by overall RIT score, or by instructional area.

Select the name of a student to open their **Student Profile**, which provides more detailed information about the student. The Student Profile provides data about the student’s achievement, growth, comparison to others, projected growth, and possible areas of instructional strength and areas of focus.

1. In the **Comparisons** section, what is the student’s achievement percentile?

The achievement percentile compares this student to other students in the same subject and grade level using NWEA national norms.

2. Does the **Instructional Areas** section identify areas of strength or focus for the student?

If a student has an instructional area score significantly higher than the overall RIT score, that area is identified as an area of strength. If an area is significantly lower, it’s identified as an area of focus.

3. In the **Growth Goals** section, what is the student’s projected RIT growth?

Projected growth is based on the average RIT growth shown by other students in the same grade level and subject and with the same starting RIT score.

How Do We Prepare for and Administer MAP Growth Assessments?

Before giving MAP Growth assessments, prepare students, teachers, and proctors so they know what to expect. Clarify the tasks each person will complete before, during, and after testing.

Preparing students

Visit [Student Resources](#) to find resources that you can share with students to help them understand the following:

- How the test works
- Which tools are available within the test
- Why it's important to take their time and do their best

Discuss with colleagues:

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

Here are a few common student questions and possible responses:

- **What are MAP Growth tests?**
MAP Growth assessments are achievement tests in Math, Reading, Language Usage, and Science, taken on a computer.
- **How do these tests 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 each test adjusts based on how you perform on the questions that you answer. Your test is unique, built just for you.
- **Why are we taking MAP Growth?**
MAP Growth assessments show me your performance so I can better know what you are ready to learn in class. They also help me understand which areas need improvement.

Communicating with students and families

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

Preparing proctors

From the [MAP Help Center](#), select **Proctor Quick Start** to explore the video tutorials and guidance documents.

Follow these steps for a successful testing experience.

Before the testing session

- Understand MAP Growth
- Understand the testing process
- Create and modify student profiles if necessary (the Data Administrator imports the profiles)
- Access and confirm the test schedule and locations; many schools use portable devices in classrooms
- Check headphones and headphone volume as needed
- Collaborate with teaching staff to identify and prepare accommodations for students with special needs
- Develop a process for providing feedback to the Assessment Coordinator and School Administrator
- Determine steps for troubleshooting workstation problems when issues arise
- Guide students through the MAP Growth Practice Test
- Gather materials for the testing environment
 - List of any student accommodations
 - Scratch paper and pencils
 - Headphones for any MAP Growth K-2 students
- Access **Testing Tips** (a script to read to students) on the Proctor Quick Start page
- Create test sessions for students and assign selected tests

During the testing session

- Read the directions to students before instructing them to begin
- Monitor student behavior and testing progress in the MAP system
- Pause, suspend, or terminate tests if needed
- Invalidate tests if needed

After the testing session

- Prepare computers for the next group to test: close the NWEA Secure Testing App screen if there will be more than a few minutes between testing sessions (if not, refresh the NWEA Secure Testing App screen)
- Determine which students need to be scheduled for makeup tests and inform the classroom instructor when that will occur

After testing day

- Give makeup tests as soon as possible (tests must be completed within the testing window)
- Communicate any testing issues or scheduling concerns to the School Administrator and Assessment Coordinator
- After the testing window closes, communicate any procedural recommendations to the School Administrator and Assessment Coordinator to inform the next testing window

Preparing teachers

From the [MAP Help Center](#), select **Proctor Quick Start** to explore the video tutorials and guidance documents.

Follow these steps for a successful testing experience.

Before the testing session

- Understand MAP Growth
- Develop a working definition of the RIT scale and what it means
- Understand the concept of instructional level versus mastery
- Receive an initial login to the MAP reports site
- Talk with students about MAP Growth; set clear expectations
- Ensure that students understand the importance of taking time to fully read and understand each question before answering
- Prepare accommodations for students with special needs
- Have students access the MAP Growth Practice Test
- Determine seating assignments for the test
- Plan for communicating with families and students
- Have students bring a book or an assignment to work on in case they finish early
- Reinforce expectations for the testing environment

During the testing session

- Remind students not to begin until instructed
- Remain in the testing session to monitor students
- Encourage students to take their time and use scratch paper if necessary
- Alert the proctor to any issues

After the testing session

- Debrief the testing experience with students
- Celebrate successes
- Note how you'll improve the process next time
- Work with the proctor to ensure that absent students and those who did not complete the test in the scheduled time have adequate time to complete testing

After testing day

- Assess reports immediately
- Check reports to verify that all students have a valid score
- Analyze report data: class and student
- Discuss scores with individual students and families
- Use data to plan instruction; implement necessary instructional modifications
- Create a plan to collaborate with colleagues
- Learn how to access additional resources
- Learn how to determine growth projections
- Work with the district MAP Growth Leadership Team to assess the testing process (strengths, changes, and next steps)
- Communicate professional learning needs to the Administrator

What Resources Are Available to Help With MAP Growth?

Explore and consider possible uses for the MAP reports site, Help Center, and reports.

MAP reports site and Help Center

Log in to the [MAP reports site](#) with the username and password you received (passwords are case sensitive). If you don't have a username and password, use the sample one provided for you.

On the homepage, explore the following and note what you find:

- What's new in MAP Suite? (select linked image)
- Quick References—links to resources such as:
 - Early Learning Test Selection (MAP Growth K-2)
 - Assessment Coordination Guide

Select **Help** in the page heading menu to explore the following:

- Video Tutorials
- Report Details
- What's New
- Type "parent guidance" in the search box

List the three most important resources you found:

Class Profile report

The Class Profile report is a great place to start when you want to look at the academic diversity in your class and plan for instruction.

1. From the navigation menu on the [MAP reports site](#), select **View Reports**, then **MAP Growth Reports**. Choose **Class Profile** report.
2. Use the options in the drop-down menus to select the Class, Subject, and Course.

How might we use this report?

Class Breakdown reports

The Class Breakdown reports give you a visual representation of the academic diversity of your class.

1. Go back to **MAP Growth Reports** and select **Class Breakdown by RIT, Instructional Area, or Projected Proficiency**.
2. Select **Term Rostered**, **Term Tested**, **School**, **Instructor**, and **Class** from the drop-down lists, if applicable.
3. Under Report Options, choose **Class Breakdown by RIT**, then select **View Report Online**. This generates a report that shows students separated by 10-point RIT bands in each subject tested.
4. Choose **Math: K-12** in the Subject column. Notice that the title changes to Class Breakdown by Instructional Area.

How does this report differ from the Class Profile report? How might we use this report?

Student Profile report

The Student Profile report provides a complete picture of a student's growth and performance.

1. Go back to **MAP Growth reports** and select **Student Profile**.
2. Choose **Term Rostered**, **School**, **Instructor**, **Class**, and **Student** from the drop-down lists. Then choose **View Student Profile**.
3. Take some time to explore the many features of this report.
4. To watch a short video about the Student Profile report:
 - Select **Help** in the page heading menu.
 - Navigate to **How Can I Help My Learners Leverage Their MAP Data?** and watch the video.

How might we use this report?

NOTES

Planning Forward

In your role, **what** will you do with the information you learned today to support student growth?

With your students:

Within your school or district:

How will you implement your plan?

Who will collaborate with you or support this work? Who needs to be informed?

When will you reevaluate your plan?

Key Ideas and Takeaways

Idea	What is this?	Why does it matter?	What will you do with it?

Normative Data Charts

The 2020 MAP Growth norms allow educators to compare achievement status—and changes in achievement status (growth)—to students' performance in the same grade at a comparable stage of the school year or across two test events within or across school years. For more information, explore the [2020 NWEA MAP Growth Normative Data Overview](#).

2020 Reading Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87
9	218.90	19.02	220.52	18.73	221.40	19.03
10	221.47	17.92	222.91	17.81	223.51	18.20
11	223.53	17.73	224.64	17.80	224.71	18.50
12	223.80	19.32	223.85	21.21	224.33	23.08

2020 Mathematics Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.13	15.19	214.70	15.88	218.75	16.70
6	214.75	16.12	219.56	16.74	222.88	17.47
7	220.21	17.41	224.04	17.96	226.73	18.60
8	224.92	18.94	228.12	19.33	230.30	19.95
9	226.43	19.83	228.67	20.06	230.03	20.63
10	229.07	20.23	231.21	20.61	232.42	21.25
11	231.72	20.61	233.49	20.91	234.25	21.65
12	233.02	21.60	233.31	23.07	234.19	24.63

2020 Language Usage Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
2	173.98	16.06	183.83	15.40	188.40	15.89
3	187.71	15.33	195.14	14.64	198.32	14.65
4	197.33	15.10	202.87	14.44	205.00	14.33
5	204.17	14.55	208.45	13.98	210.19	13.90
6	209.43	14.35	212.81	13.92	214.19	13.94
7	212.65	14.72	215.28	14.39	216.47	14.42
8	215.54	14.74	217.73	14.45	218.74	14.56
9	216.68	15.52	218.18	15.30	219.00	15.51
10	218.82	15.10	220.19	15.11	220.86	15.45
11	220.66	14.94	221.86	14.98	222.33	15.53

2020 General Science Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
2	177.70	13.43	184.59	12.35	187.87	12.46
3	187.84	12.25	193.29	11.63	195.88	11.76
4	194.65	11.68	199.15	11.50	201.22	11.75
5	200.23	11.77	204.30	11.72	206.17	12.12
6	203.86	12.04	207.26	12.02	208.47	12.41
7	206.56	12.65	209.50	12.73	210.61	13.17
8	209.64	13.25	212.41	13.17	213.44	13.64
9*	211.40	14.10	213.42	14.17	213.99	14.72
10*	213.24	14.26	214.95	14.42	215.29	15.07

*These science status norms describe the distributions of achievement in general science academic skills and content knowledge for the relevant student populations for these grades and are useful for screening and placement purposes. Test results should not be used to evaluate performance where science content is more specialized, such as in topically differentiated high school science courses (e.g., biology, chemistry, physics).

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