map GROWTH

nwea Professional Learning

WORKBOOK

Essential Reports for Administrators

Overview

Get hands-on with your reports. Learn to access, interpret, and apply rich data. Then plan how to use your data to inform ongoing work with students.

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MAP® Growth™ Applying Reports Padlet®

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Teach. Learn. Grow. blog

NWEA.org

MAP Growth Throughout the Year Note Catcher

My lens or role for this information:

	FALL	WINTER	SPRING
Questions to answer	Examples: • *What are our strengths and areas of need?* • *What are our growth projections?* • *What strategies will we use to accelerate growth for our students most at risk?* • *What strategies will we use to create appreciable growth for all other* students?	Examples: • *What are our strengths and areas of need?* • *Are we on track to meet our growth projections?* • *Are all of our students progressing? If not, who is? Who is not?* • *Are our strategies effective? How do we know?* • *What adjustments need to be made to help us meet our goals?*	Examples: • *What are our strengths and areas of need?* • *Did we meet our growth projections? Why or why not?* • *Were our strategies effective? How do we know?* • *What adjustments need to be made for next year?*
Reports and information to consider			
Activities to support our culture of data use for increased student achievement			
Other planning notes			

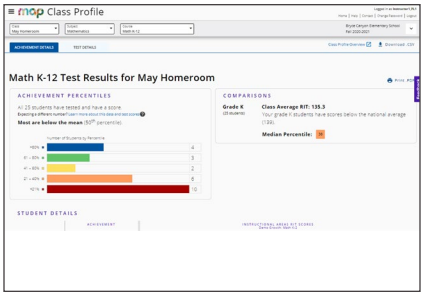
How Can We Understand Our Students' Scores?

These reports show how students and groups are performing in relation to achievement norms.

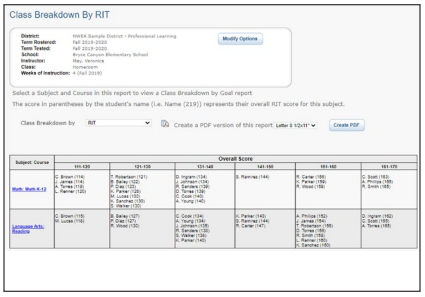
Consider these questions:

- How could you share this report with teachers or other staff? For what purpose?
- How could you use this data with other school or local assessments to examine student achievement?
- How could this data guide school improvement planning at various levels?
- What other questions or ideas does this information raise?
- What are your next steps?

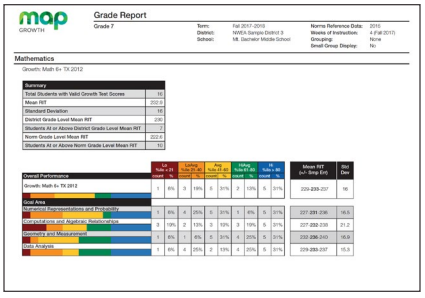
Class Profile report



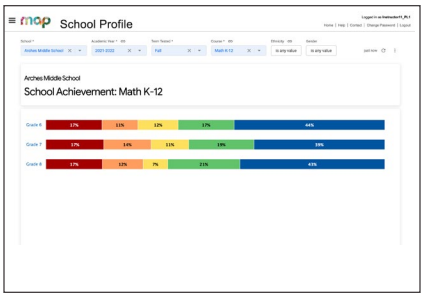
Class Breakdown reports



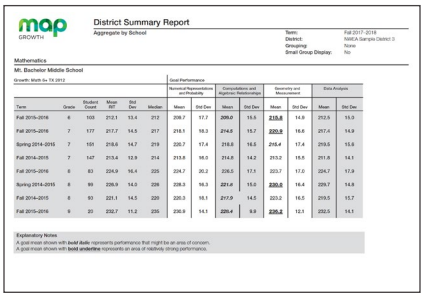
Grade report



School Profile report



District Summary report



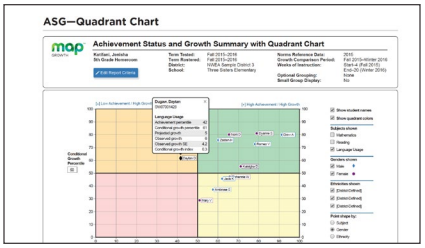
How Can We Know if Our Students Are Making Progress Throughout the Year?

The Achievement Status and Growth (ASG) reports and Student Profile provide data on groups' and students' current level of performance and the progress they have made.

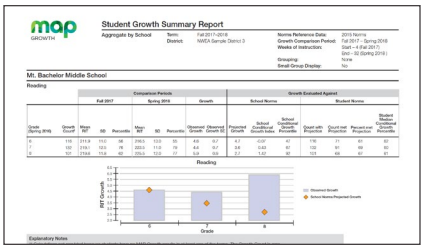
Consider these questions:

- How could you share this report with teachers or other staff? For what purpose?
- How could you use this data with other school or local assessments to examine student progress of individuals and groups?
- How could this data guide school improvement planning and goal setting at various levels?
- What other questions or ideas does this information raise?
- What are your next steps?

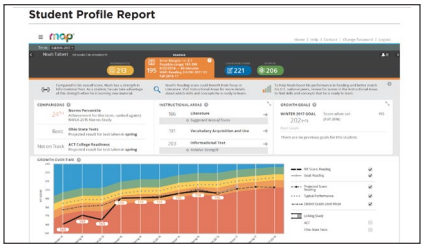
ASG Summary with Quadrant Chart



Student Growth Summary report



Student Profile



Overview of Learning Centers

01 Norms and Comparative Data

This center allows participants involved with school improvement planning to better understand how MAP Growth is normed and why norms and comparative data have implications for using data to monitor student growth and achievement.

Visit the learning center **Norms and Comparative Data**.

02 How Might We Strengthen Our Use of Data to Support Student Achievement?

This center provides opportunities for extended dialogue about ways to enhance school and district understandings of assessment literacy and use of data.

Visit the learning center **How Might We Strengthen Our Use of Data to Support Student Achievement?**

03 Status Reports: How Can We Understand Our Students' Scores?

In this center, participants explore status reports that denote current achievement of individuals and groups. This center, paired with data from formative assessments, provides a process for approximating which skills are in a student's zone of proximal development.

Visit the learning center **Status Reports: How Can We Understand Our Students' Scores?**

04 Growth Reports: Are Our Students Making Progress Throughout the Year?

This center walks through the process of reviewing growth metrics to understand how they can support current achievement levels or accelerate growth where necessary, using your own data.

Visit the learning center **Growth Reports: Are Our Students Making Progress Throughout the Year?**

05 Growth and Goal Setting

NWEA provides tools to help set goals for students, especially those who have had unfinished or interrupted learning. You can use these tools to help determine realistic and appropriately challenging goals for your students.

Visit the learning center **Growth and Goal Setting**.

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 Terms

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

RIT score

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

Normative data

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

Instructional level

- What students can do with support, or the zone of proximal development
- The point at which students need support with a skill or concept

Standard error of measurement (SEM)

- An estimate of the amount of error in an individual's observed achievement score
- The smaller the standard error, the more precise the achievement estimate

ADD YOUR OWN

NOTES

Carousel of Data Use

Record your thoughts and questions related to your district's or school's current culture in the use of data.

Our data is used pervasively throughout planning, goal-setting, and improvement conversations.

We use a consistent data-conversation process for analyzing our data.

We follow collaboration norms during each data conversation.

We analyze data by student, classroom, subject, and school.

We track our data throughout the school year and across years.

We analyze data to assess what is working and what needs improving

Strengths-Based Conversations About Data

1. **Investigate strengths.** Use the Student Profile report as a student case study on which to base your conversation. Identify areas of relative strength for the student you selected.

AREAS OF STRENGTH	POSSIBLE REASONS AND NOTES

2. **Investigate the areas of focus for your student.** Under what conditions is this student seen to struggle? What other reports could add more information?

AREAS OF FOCUS	POSSIBLE REASONS AND NOTES

3. **Set goals.** Given the areas of focus, what goals would you set?

GOALS AND TIME PERIODS

4. **Create an action plan.** Can you leverage some of the conditions in which the student is succeeding to build capacity for change?

POSSIBLE STRATEGIES	SUPPORT AND RESOURCES

Notes

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).