map GROWTH

nwea Professional Learning

WORKBOOK

Applying Reports

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 a particular focus on goal setting with students.

Table of contents

Resources

MAP® Growth™ Applying Reports Padlet®

MAP® reports site

NWEA® Professional Learning Online

MAP Growth Reports Portfolio

Normative data

Comparative data

MAP Growth Instructional Areas

Teach. Learn. Grow. blog

NWEA.org

How Are My Students Doing?

Using the Class Profile report

The Class Profile report shows how the students in your class performed on the MAP Growth assessments.

Achievement details

- What do you notice?
- How does your class compare to the national average?

Test details

- How did my students engage in the test?
- Have any students been recommended for retesting?

OBSERVATIONS

Example: Two of my students have been recommended for retesting due to rapid guessing.

IMPLICATIONS

Example: I refer to my school's retesting policy and determine if either student should be scheduled for retesting.

What Does the Data Tell Me About My Students' Instructional Readiness?

Core instruction

What is the focus of my instruction?

- Standards
- Learning targets

What is my instructional plan?

- Assessment
- Activities
- Strategies

Students

What does the data indicate about my students' readiness for the planned instruction?

Scaffolding for access

Which students need support for this learning?

How will I adapt my instructional plan to meet these students' needs?

Scaffolding for extension

Which students need additional challenge for this learning?

How will I adapt my instructional plan to meet these students' needs?

How Might I Flexibly Group Students for Instruction?

Using the Class Breakdown reports

The Class Breakdown reports demonstrate the range of scores and identify groups of students with similar scores.

- Explore your reports. What do you notice?
- How will your findings affect your instructional planning?
- How well do your grade-level textbooks and materials align with the instructional readiness level of your class as a whole? How do you know?
- What are your next steps?

OBSERVATIONS

Example: I have three students in my classroom whose scores are in a lower RIT band than all other students' scores.

IMPLICATIONS

Example: I may create a small group to provide scaffolding on related skills for these students.

Are My Students Making Progress?

Using the Achievement Status and Growth reports

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

- Explore your reports. What do you notice?

OBSERVATIONS
Example: I have students with above-average achievement who are not showing growth.

IMPLICATIONS
Example: I need to provide those students with specific and challenging lessons to give them more opportunity to grow.

Consider:

- What are possible reasons a student may fall in a certain quadrant? Are there possible academic components? Possible social or emotional components?
- What causes are you able to influence?

Subject:

Growth comparison period:

What are your next steps?

How Do I Set Goals With Students?

Using the Student Profile report

The Student Profile report includes data about an individual student that can be an effective starting place for setting goals.

1. Where are you now?

Choose a student:	Choose a subject:	Current RIT score:

2. Where do you want to be?

Use the Growth Goals module in the Student Profile report to see the student's current RIT score goal. Adjust the goal as needed.

- Determine the right kind of goal for this student
  - Consider: For some students, moving to the next proficiency level may take longer than one academic year
- Select the most recent term and the term for which you will set the goal
- Select **Set Goal** to save the goal
  - Reference the adjusted growth percentile to determine if the custom goal is reasonable

3. How will you get there?

Instructional area:

Standard:

Topic of focus:

Write a SMART (specific, measurable, attainable, relevant, timely) goal:

SMART goal example: Alicia will convert mixed numbers and improper fractions with denominators of 10 and 100 with 90% accuracy as shown on classwork, homework, and unit tests during the next three weeks.

Create an action plan

What resources are necessary to support the student?	What tools or practices will you use to monitor progress?	When will you check for progress?	What evidence will indicate success?

How Do I Share Students' MAP Growth Data?

Using the Family report

In preparing to talk with families about their child's growth and goals, what three points would you share?

1.

2.

3.

Brainstorm strategies and resources you can use to start the conversation with families about how to support the student at school and at home.

IDEAS FOR HOME *Example: Play a game with your student that practices the needed skills.*	IDEAS FOR SCHOOL *Example: Focus on needed skills during individual work time.*

What are your next steps?

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

Communicating with students and families

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

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

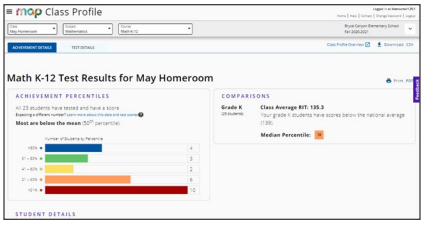
ADD YOUR OWN

NOTES

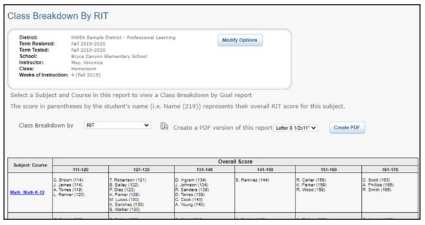
Essential Reports

How will you use each report? Add your notes and ideas.

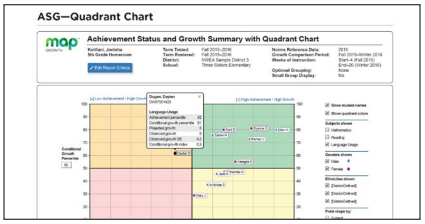
Class Profile report



Class Breakdown reports

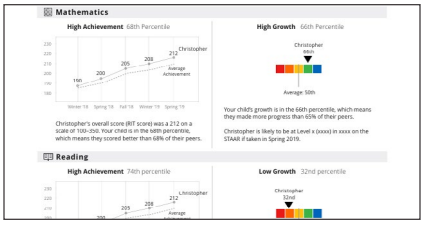


ASG reports



Student Profile

Family report



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).