

## Student MAP scores

Student MAP testing results are reported in RIT scores (short for Rasch Unit). A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school. You may have a chart in your home on which you mark your child's height at certain times, such as on his or her birthday. This is a growth chart to show how much he or she has grown from one year to the next. MAP assessments do the same sort of thing, except they measure your student's growth in mathematics, reading, and language usage. The RIT scale is a stable equal-interval scale much like feet and inches on a yardstick. It is used to chart your child's academic growth from year to year. This type of score increases the value of the tests as a tool to improve student learning because it enables teachers to pinpoint what students have learned and what students are ready to learn.

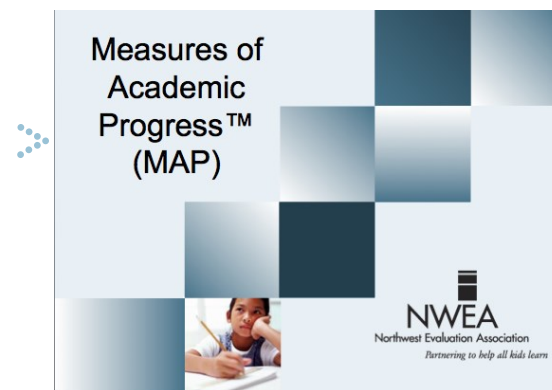
All information about coming testing, testing schedules and times will be posted in a school newsletter . You can also check it in the school office.

If you have any questions, please contact your child's classroom teacher or principal.

More detailed information about MAP testing you can find at [www.nwea.org](http://www.nwea.org)



## MAP testing Brochure for parents



Measures of Academic Progress (MAP) is a state-aligned computerized adaptive assessment program that provides QSI educators with the information they need to improve teaching and learning and make student focused, data-driven decisions. Students in grades K through ten are tested two times per year in math, reading, and language usage. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement.

- Is not an accountability test
- Generates test questions based on student responses
- Reports student results in RIT scores (see back page)
- Gives immediate results
- Is aligned to curriculum standards
- Measures growth over time
- Provides information used to target individual instruction

## Understanding the RIT score

The charts in this brochure show status norms of RIT scores for grades K-11. You may use these charts to help determine if your student is performing at, above, or below grade level compared to students across the nation.

It is important to understand that the MAP test is one test at one point in time. It does not measure intelligence or a student's capacity for learning. When making important decisions about students, school staff will consider the MAP test results along with other data such as classroom performance, other test scores, and input from parents and teachers.

## Growth over time

We expect RIT scores to increase over time. Typically, younger students show more growth in one year than older students. Students who test above grade level often show less growth. Sometimes RIT scores may decline from one test to the next. One low test score is not cause for immediate concern. Like adults, students have good and bad days and their test results do not always indicate what they know. Students' attitudes toward the test can also affect their score. Therefore, growth over time is a better measure of student learning.

Parents and guardians should become comfortable with the understanding that individuals will grow at different rates.

Teachers and principals have participated in training to learn what the MAP test results mean and how to best utilize the results. Our goal is for teachers to use the data to differentiate and adjust instruction so that all students grow at levels appropriate for each individual.

## When are tests given?

Fall: September/ October

Spring: April/ May

## How are the tests given?

- Under homeroom and test proctors supervision in a school setting
- Adjusts to a student's skill level so that each student takes an individualized test

## What tests are given?

- Mathematics
- Reading
- Language Arts

## Growth guideline charts

\*SD – is simply a measure of dispersion of scores around the mean value; the smaller the SD, the more compact the scores are around the mean. SDs are particularly useful when comparing student-level norms and school-level norms and can help educators make a range of inferences.

| 2015 READING Student Status Norms |            |       |          |       |          |       |
|-----------------------------------|------------|-------|----------|-------|----------|-------|
|                                   | Begin-Year |       | Mid-Year |       | End-Year |       |
| Grade                             | Mean       | SD    | Mean     | SD    | Mean     | SD    |
| K                                 | 141.0      | 13.54 | 151.3    | 12.73 | 158.1    | 12.85 |
| 1                                 | 160.7      | 13.08 | 171.5    | 13.54 | 177.5    | 14.54 |
| 2                                 | 174.7      | 15.52 | 184.2    | 14.98 | 188.7    | 15.21 |
| 3                                 | 188.3      | 15.85 | 195.6    | 15.14 | 198.6    | 15.10 |
| 4                                 | 198.2      | 15.53 | 203.6    | 14.96 | 205.9    | 14.92 |
| 5                                 | 205.7      | 15.13 | 209.8    | 14.65 | 211.8    | 14.72 |
| 6                                 | 211.0      | 14.94 | 214.2    | 14.53 | 215.8    | 14.66 |
| 7                                 | 214.4      | 15.31 | 216.9    | 14.98 | 218.2    | 15.14 |
| 8                                 | 217.2      | 15.72 | 219.1    | 15.37 | 220.1    | 15.73 |
| 9                                 | 220.2      | 15.68 | 221.3    | 15.54 | 221.9    | 16.21 |
| 10                                | 220.4      | 16.85 | 221.0    | 16.70 | 221.2    | 17.48 |
| 11                                | 222.6      | 16.75 | 222.7    | 16.53 | 222.3    | 17.68 |

2015 LANGUAGE USAGE Student Status Norms

|       | Begin-Year |       | Mid-Year |       | End-Year |       |
|-------|------------|-------|----------|-------|----------|-------|
| Grade | Mean       | SD    | Mean     | SD    | Mean     | SD    |
| 2     | 174.5      | 16.58 | 184.9    | 15.34 | 189.7    | 15.47 |
| 3     | 189.4      | 15.20 | 196.8    | 14.24 | 200.0    | 14.11 |
| 4     | 198.8      | 14.66 | 204.4    | 13.83 | 206.7    | 13.64 |
| 5     | 205.6      | 13.87 | 209.7    | 13.23 | 211.5    | 13.19 |
| 6     | 210.7      | 13.79 | 213.9    | 13.30 | 215.3    | 13.38 |
| 7     | 214.0      | 13.82 | 216.5    | 13.52 | 217.6    | 13.70 |
| 8     | 216.2      | 14.17 | 218.1    | 13.92 | 219.0    | 14.26 |
| 9     | 218.4      | 14.15 | 219.7    | 13.98 | 220.4    | 14.50 |
| 10    | 218.9      | 15.04 | 219.7    | 14.99 | 220.1    | 15.74 |
| 11    | 221.5      | 14.96 | 222.1    | 14.85 | 222.1    | 15.80 |

2015 MATHEMATICS Student Status Norms

|       | Begin-Year |       | Mid-Year |       | End-Year |       |
|-------|------------|-------|----------|-------|----------|-------|
| Grade | Mean       | SD    | Mean     | SD    | Mean     | SD    |
| K     | 140.0      | 15.06 | 151.5    | 13.95 | 159.1    | 13.69 |
| 1     | 162.4      | 12.87 | 173.8    | 12.96 | 180.8    | 13.63 |
| 2     | 176.9      | 13.22 | 186.4    | 13.11 | 192.1    | 13.54 |
| 3     | 190.4      | 13.10 | 198.2    | 13.29 | 203.4    | 13.81 |
| 4     | 201.9      | 13.76 | 208.7    | 14.27 | 213.5    | 14.97 |
| 5     | 211.4      | 14.68 | 217.2    | 15.33 | 221.4    | 16.18 |
| 6     | 217.6      | 15.53 | 222.1    | 16.00 | 225.3    | 16.71 |
| 7     | 222.6      | 16.59 | 226.1    | 17.07 | 228.6    | 17.72 |
| 8     | 226.3      | 17.85 | 229.1    | 18.31 | 230.9    | 19.11 |
| 9     | 230.3      | 18.13 | 232.2    | 18.62 | 233.4    | 19.52 |
| 10    | 230.1      | 19.60 | 231.5    | 20.01 | 232.4    | 20.96 |
| 11    | 233.3      | 19.95 | 234.4    | 20.18 | 235.0    | 21.30 |

**The 2015 NWEA RIT Scale Norms Study** provides status and growth norms for individual students as well as for schools on the three RIT scales: Reading, Language Arts, and Mathematics. The study's results are based on K-11 grade level samples. Each sample is comprised of 72,000 to 153,000 test records from approximately 1000 schools. These numbers vary by subject. These samples were drawn randomly from test record pools of up to 10.2 million students attending more than 23,500 public schools spread across 6,000 districts in 49 states. Rigorous procedures were used to ensure that the norms were representative of the U.S. school-age population.