## NWEA MAP (Measures of Academic Progress)

## Levels of Assessment



## What is NWEA MAP?

<u>Measure of Academic Progress</u>

- Computerized/Adaptive assessment
- Measures Achievement in Reading-Math-Language Usage
- Age Levels end of 5 year olds through Secondary
- Aligned to Common Core-2014
- Timely results
- Growth assessment (Fall to Spring)
- Answerability
- Used as a tool to drive instruction

## Purposes

#### **Primary Reason**

- Assist <u>classroom instruction</u>
  - Targeted at student instruction level
  - Individual and Group Differentiation
  - Informed instruction
- Provide more <u>timely and accurate data</u> for school improvement planning
- Provide individual student growth data
- One source of data for <u>student placement</u> decisions

## Data – Based Decision Making (minimum of three sources)

Triangulation

Teacher Observation

Classroom Assignments and Mastery **NWEA MAPS** 

### WHY MAPS? Answerability vs. Accountability

- Clear Expectations
- Ownership for learning
- Invites Collaboration
  - Shared responsibility: students, teachers, administrators, parents own the task of creating student growth
- Each student's growth is tracked over time

- External Locus of Control
- Lack of Ownership
  - Blame others for results
  - Invites excuses for student performance
  - Often blames the student or family for poor results
- Punitive/Negative

## 2011 Growth Norms

2011 READING STATUS NORMS (RIT VALUES)				
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean	
к	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	
к	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	

## Vocabulary

- <u>RIT</u>-Equal Interval Scale ranging from 150-300 (Infinite)
  - Median RIT-Middle score (50%)
  - Mean RIT-Average
- <u>Grade Level Norms</u> Reference point for educators to compare student, class, or grade level performance (see chart)
- <u>Standard Deviation</u> -Variability-larger the number th more academically diverse group
- <u>SEM</u>-Reflects the precision of the score/the smaller the SEM the more valid the score
- <u>Percentile</u>-Tells where a student score lies in relation to the national norm group
- <u>Growth Norms</u> -Typical predicted growth for a student based on fall performance
- Lexile-Unit for measuring text difficulty (10L-1700L)

# MAP Fall Data- How do we use the data to drive instruction?

- What are the strengths and weaknesses of my classroom? (Teacher Report)
- What are current student knowledge and skill levels? (Class By RIT)
- What are the student growth targets for the spring?
- What strategies will we use to remediate and accelerate growth so that we can optimize students making target growth?
- What skills can be implemented in the classroom based on Descartes?
- Lexile Scores

## MAP Mid-Year Data- IE only

Are students progressing?

Are our strategies effective – How do we know?

 What adjustments need to be made based on student progress?

## MAP Spring Data

- Did students meet growth targets Why or why not?
- What strategies are effective?
- What adjustments need to be made for next year?
- Lexile scores



Source: The Differentiated Classroom, Tomlinson 199



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