

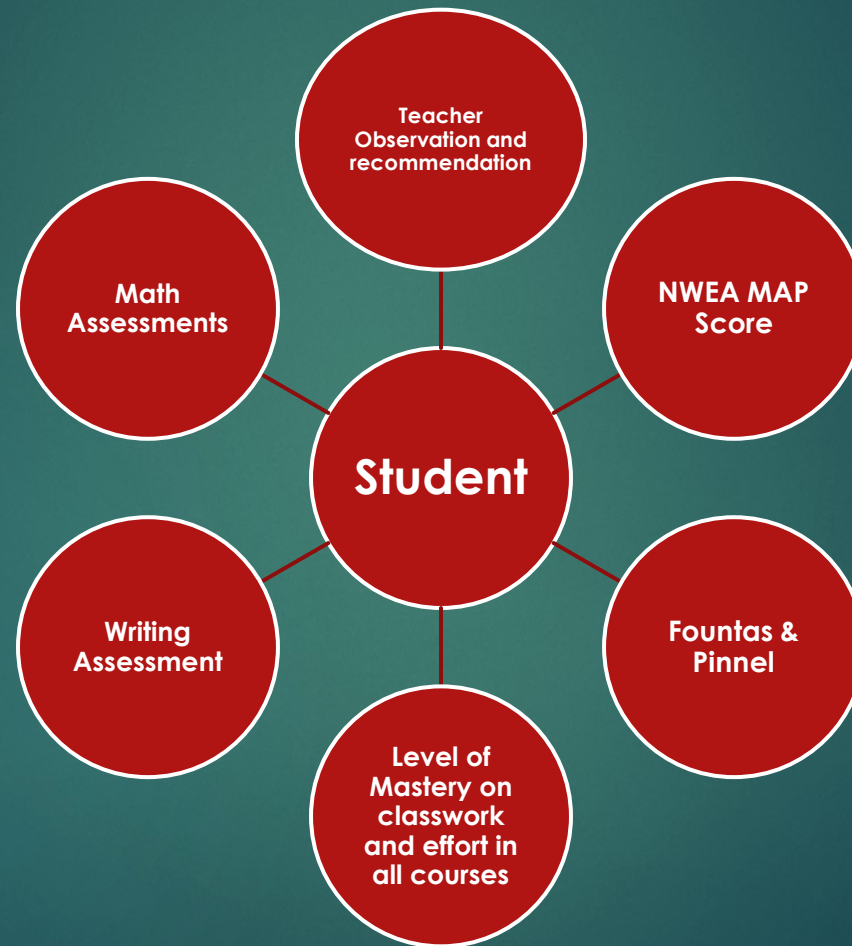


NWEA MAP

(Measures of Academic Progress)

One Piece of the Puzzle

The whole child: Assessments



What is NWEA MAP?

Measure of Academic Progress

- ▶ Computerized/Adaptive assessment
- ▶ Measures Achievement in Reading-Math-Language Usage
- ▶ Age Levels: end of 5 year olds through Secondary
- ▶ Aligned to TSWs and Common Core(USA)-2014-15
- ▶ Timely results- 24-48 hours from upload
- ▶ Growth assessment (Fall to Spring)
- ▶ Used as a tool to drive instruction- Learning Continuum

Purposes

Primary Reason-It is tool for the teacher

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

Data – Based Decision Making

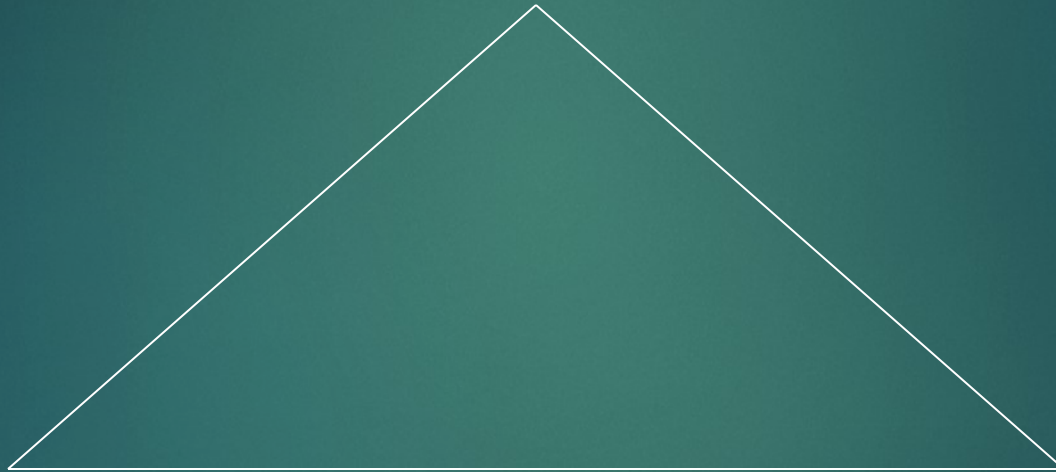
(minimum of three sources)

Triangulation

**Teacher
Observation**

**Classroom
Assignments and
Mastery**

NWEA MAPS



WHY MAP?

Answerability vs. Accountability

- ▶ **Clear Expectations**
 - ▶ **Ownership for learning**
 - ▶ **Invites Collaboration and Goal setting**
 - ▶ **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**

2015 Growth Norms

2015 READING Student Status Norms						
Grade	Begin-Year		Mid-Year		End-Year	
	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 MATHEMATICS Student Status Norms						
Grade	Begin-Year		Mid-Year		End-Year	
	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

2015 LANGUAGE USAGE Student Status Norms						
Grade	Begin-Year		Mid-Year		End-Year	
	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

Student Report

Mathematics

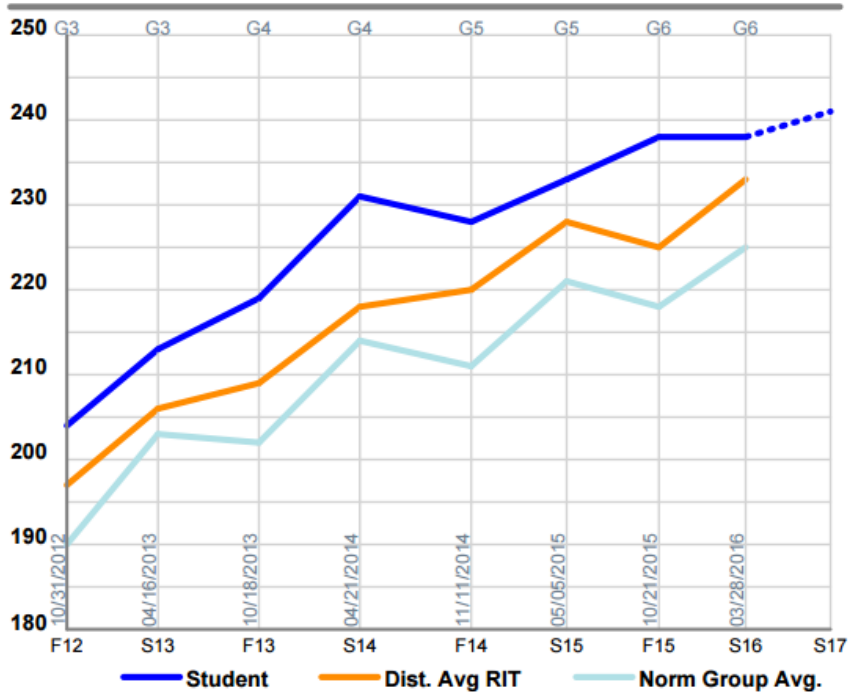
Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S16	6	235- 238 -241	233	225	0	7	72- 78 -83
F15	6	235- 238 -241	225	218			87- 91 -94
S15	5	230- 233 -236	228	221	5	10	70- 76 -82
F14	5	225- 228 -231	220	211			82- 87 -91
S14	4	228- 231 -234	218	214	12	11	83- 88 -91
F13	4	216- 219 -222	209	202			85- 89 -93
S13	3	210- 213 -216	206	203	9	12	68- 76 -82
F12	3	201- 204 -207	197	190			79- 85 -88

Reading

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S16	6	220- 223 -226	218	216	-6	2	59- 69 -76
F15	6	226- 229 -232	214	211			83- 89 -92
S15	5	220- 223 -226	212	212	7	5	71- 78 -83
F14	5	213- 216 -219	206	206			69- 75 -81
S14	4	215- 218 -221	207	206	8	6	71- 79 -84
F13	4	207- 210 -213	200	198			69- 78 -83
S13	3	194- 197 -200	199	199	-7	8	35- 46 -54
F12	3	201- 204 -207	191	188			79- 84 -88

Student Report Graph

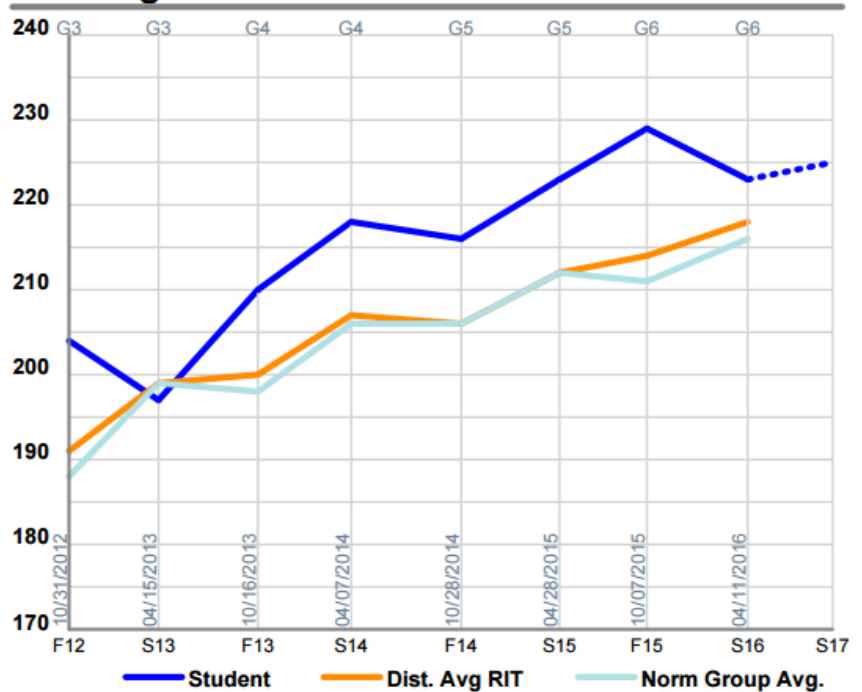
Mathematics



Mathematics Goals Performance - Spring 2016

Algebraic Thinking	HiAvg
Real & Complex Number Systems	High
Geometry	HiAvg
Statistics & Probability	HiAvg

Reading



Reading Goals Performance - Spring 2016

Literature	Avg
Informational Text	High
Vocabulary	HiAvg

Lexile® Range: 915-1065

YOU SEEM TO BE ANSWERING QUICKLY...

No need to rush.

Please raise your hand for help.

PROCTOR DIRECTIONS:

Resume the test using the PIN or
from your proctor console.

*4-digit PIN on the proctor console



Vocabulary

- ▶ RIT-Equal Interval Scale ranging from 150-300 (Infinite)
 - ▶ Median RIT-Middle score (50%)
 - ▶ Mean RIT-Average
- ▶ Grade Level Norms -Reference point for educators to compare student, class, or grade level performance (see chart)
- ▶ Standard Deviation -Variability-larger the number the more academically diverse group
- ▶ Percentile-Tells where a student score lies in relation to the (USA) national norm group-
- ▶ Growth Norms -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

Differentiated Instruction

A teacher's response to learners' needs is

guided by three key principles of differentiation

**Respectful
tasks and
reteaching**

**Ongoing
assessment &
adjustment**

**Flexible
grouping**

Learning Continuum

Number and Operations

Understand Place Value, Counting, and Cardinality



161-170

171-180

181-190



Reinforce

these skills & concepts

Develop

these skills & concepts

Introduce

these skills & concepts

Whole Numbers: Place Value

- Knows place value names through hundred thousands
- Reads and writes whole numbers within 1,000 as hundreds, tens, and ones
- Reads and writes whole numbers within 1,000 in word form
- Reads and writes whole numbers within 100 in word form

- Composes or decomposes tens in a model to represent whole numbers within 20 in multiple ways
- Identifies the number of tens and ones in a model
- Knows place value names through hundred thousands
- Reads and writes whole numbers within 1,000 as hundreds, tens, and ones

- Composes or decomposes tens in a model to represent whole numbers within 100 in multiple ways
- Identifies the number of tens and ones in a model
- Knows place value names through hundred thousands
- Reads and writes whole numbers within 1,000 as hundreds, tens, and ones

Range of 10 RIT Points Below:

Skills and Concepts to Reinforce:

- Skills on which the student is closer to approaching mastery

Where the Student's Score Falls:

Skills and Concepts to Develop:

- Represents the student's Instructional Level, the skills he or she is ready to work on right now.

Range of 10 RIT Points Above:

Skills and Concepts to Introduce:

- Skills to work toward
- Can be used for goal setting and instructional planning

Teachers Can Differentiate

Content

Process

Product

According to Student's

Readiness

Interests

Learning
Profile

Through a Range of Instructional
and Management Strategies

Parent Tool Box



Family Toolkit

Resources for parents

Creating a personal learning journey

We know that children learn better—and faster—when teachers have a clear picture of what each student knows and what they are ready to learn next.

That's why our assessments react to each student's answers. In the testing world, this makes our tests “adaptive,” or personalized to measure the needs of every student.

▶ <https://www.nwea.org/parent-toolkit/>



Thank you for your attention!

If you have any questions
please email me at

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