NWEA Overview

SR/MP Joint Parent Council
Manhasset Public Schools
January 17, 2019

District Guiding Ideas:

- Each student's learning experience is rigorous, relevant, and meaningful
- Each student develops meaningful connections with peers and adults
- Each student learns in an environment that is safe and supportive

District Data Goals

- Measure and evaluate student opportunities, experiences, and achievement
- Monitor the district's tiered academic, social, emotional, and behavioral supports
- Inform decision making, measure growth, and assess programs

Guiding Principle

We believe that children have the potential to achieve their personal best when their parents, teachers, and administrators can accurately measure students' skills and knowledge, as well as how much they have grown over time.

What is NWEA MAP Growth?

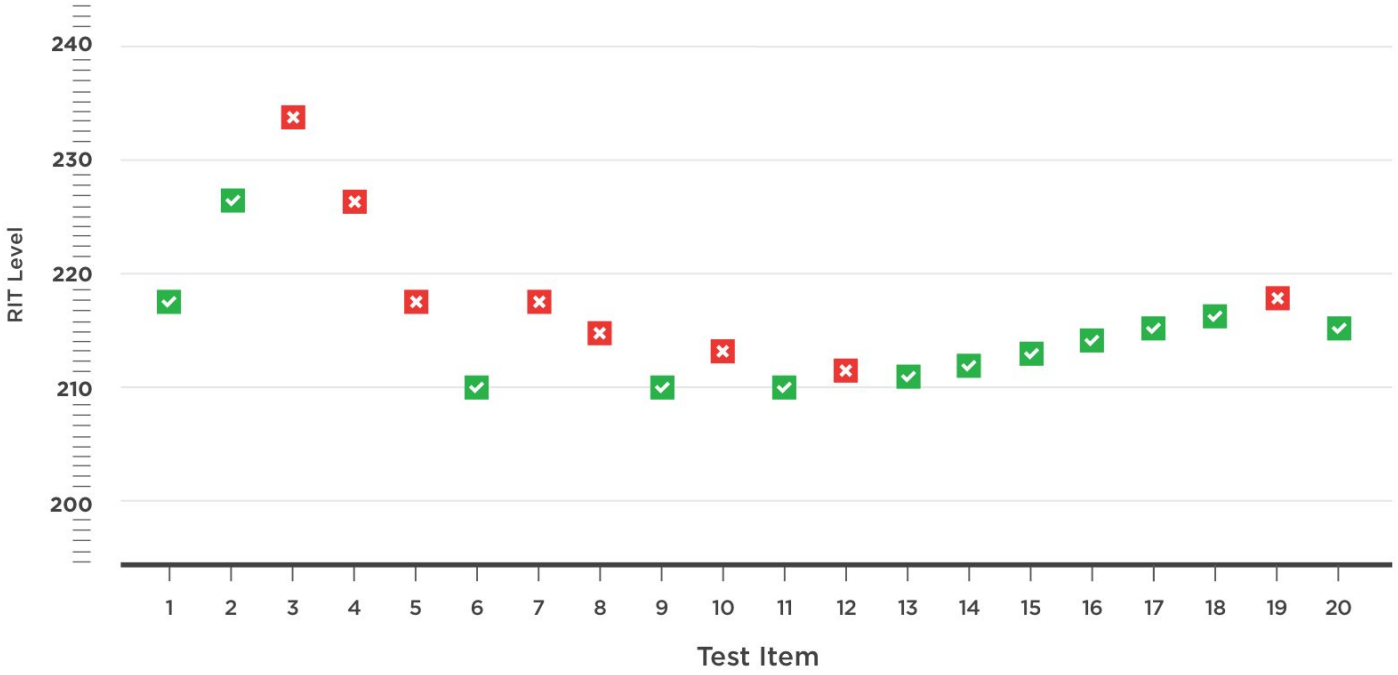
NWEA is a...

- Nationally normed assessment
- Single data point among multiple measures
- Skills inventory, not a curriculum or checklist
- Method to reveal potential “blind-spots”
- Source of timely data
- Tool for screening and progress monitoring

NWEA is **not** used as criterion for acceleration or enrichment.

How it works

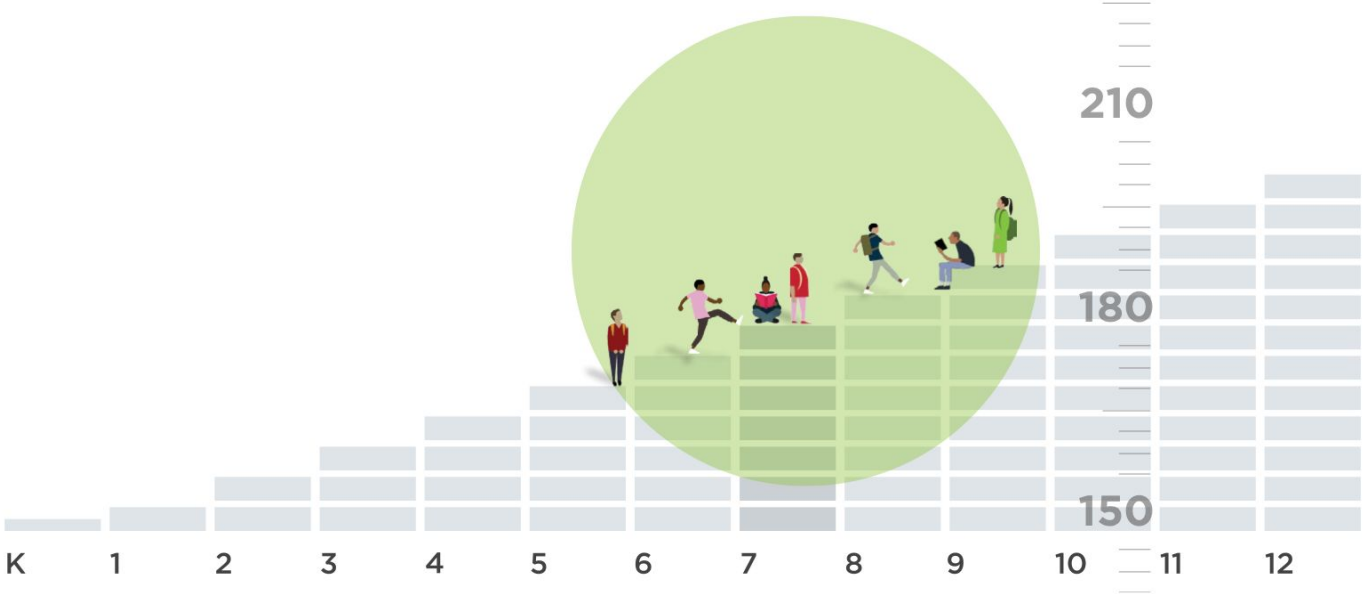
MAP Growth is a computer-adaptive test. If your child answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. This type of assessment challenges top performers without overwhelming students whose skills are below grade level.



MAP Growth begins with a question at each student's grade level and adjusts the level of difficulty based on individual performance.

What it measures

MAP Growth uses a RIT scale to accurately measure what students know, regardless of their grade level. It also measures growth over time, allowing you to track your child's progress throughout the school year and across multiple years. Once your child completes a MAP Growth test, they receive a RIT score.



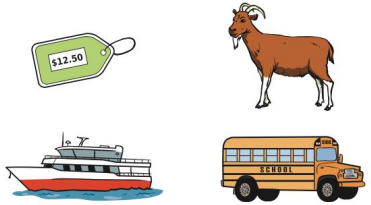
The RIT scale precisely measures student performance, regardless of whether they're performing on, above, or below grade level.

RIT Reference Chart: ELA K-2

Foundational Skills

Students understand the organization and basic features of print. They know and apply grade-level phonics and word analysis skills in decoding words. Students demonstrate understanding of spoken words, syllables, and sounds. They can isolate, manipulate, and blend individual sounds to form words.

below 131



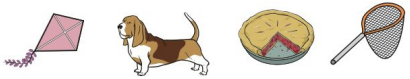
Listen to the names of the pictures: tag, goat, boat, bus.

Click on the two pictures that rhyme.

(Audio plays for the student, but text is not shown on the screen.)

131–140

Nn



Look at the letter: *N*.

Click on the picture that begins with the letter *N*.

Kite, dog, pie, net.

(Audio plays for the student, but text is not shown on the screen.)

141–150

Listen to the word: car.

Which picture has the same beginning sound as "car"?

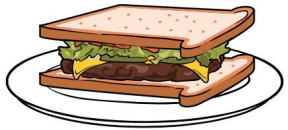
Bug, cat, light, pan.

151–160

The tree is tall and green.

Click on the word that has a capital letter.

161–170



ph th sh ch

Click on the letters that make the ending sound in this picture: sandwich.

RIT Reference Chart: ELA 2-5

Informational Texts: Understand and Integrate Key Ideas and Details

Students can read and comprehend literary texts, making inferences and predictions, drawing conclusions, and citing textual support. They can determine central ideas, analyze the development of arguments, and summarize.

below 161

Read the passage.

Many kinds of dogs live in the world. Some have been around for a long time. *(passage continues)*

What do Mudis like?

1. other dogs
2. ✓ having work to do
3. living in the city
4. sleeping all day

161–170

Read the directions.

Making mud pies is fun. Find some nice sticky mud. Shape it into little pies. Set the pies in the warm sun to dry.

What type of weather is needed to make mud pies?

1. ✓ a sunny day
2. a rainy day
3. a snowy day
4. a cloudy day

171–180

Read the paragraph.

A hen lays about one egg a day. A chick takes three weeks to be born from an egg. *(passage continues)*

When do chicks start peeping?

1. after one week
2. after two weeks
3. ✓ after three weeks
4. after four weeks

181–190

Read the passages.

Passage 1

Cotton is a type of plant. The cotton plant grows from seeds. Then the plants grow flowers. After the flowers fall off, green pods, or bolls, are left. The bolls dry out in the sun. They burst open. White fluffy cotton pops out.

Passage 2

Cotton is a soft cloth that comes from a plant. White bolls of cotton are washed and stretched into long strings. The strings are twisted together to make a thread. *(passage continues)*

What is the main idea of both paragraphs?

1. plants
2. clothes
3. ✓ cotton
4. flowers

191–200

Read the paragraph.

Weasels are hunters. They prey on mice, rats, insects, and birds. They will attack larger animals too, such as rabbits and chickens. *(passage continues)*

What does the weasel do when it gets more food than it needs?

1. It eats until it is sick.
2. It shares the food with others.
3. ✓ It stores the food for later.
4. It lets the food go to waste.

201–210

Read the paragraph.

Platinum is a silver-white metal that is even more valuable than gold. It will not corrode or tarnish as many metals do when exposed to air. It can be used as a catalyst* in processes that change harmful pollutants into nonpollutants. *(passage continues)*

*Catalyst: a substance that can speed up or bring about a chemical reaction without being affected itself

According to the passage, why is platinum valued by jewelers?

1. It can be used as a catalyst.
2. ✓ It is good for gem settings.
3. It is rarer than gold.
4. It is produced in many countries.

RIT Reference Chart: Math K-2

Operations and Algebraic Thinking

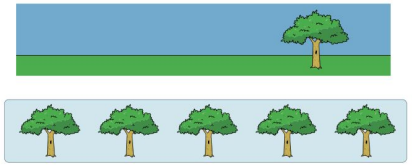
Students can represent and solve problems involving addition, subtraction, multiplication, and division. They understand and can apply properties of operations, and understand the relationship between operations.

below 131

Look at the trucks.

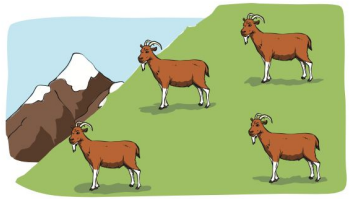
Two trucks and one more truck is how many trucks altogether?

131-140



Listen to the story problem:
There is 1 tree in the yard. 2 more get planted in the yard.
Move the trees to the yard to show how many there are altogether.

141-150



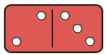
Listen to the story problem:

There are four goats on the hillside. Three goats leave the hillside.

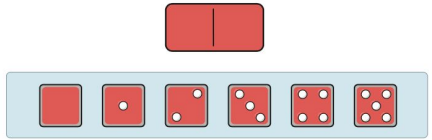
Click on the goats to show how many are on the hillside now.

151-160

The domino shows one way to make 5.



Move dots to the empty domino to show a different way to make 5.



161-170

4 + ___ = 6

You can use the buttons to help you find the answer to the problem.

Move the correct number to the blank line to make the sentence true.

RIT Reference Chart: Math 2-5

Operations and Algebraic Thinking

Students can represent and solve problems involving the four operations, understand and apply properties of operations, generate and analyze patterns, and write and interpret numerical expressions.

below 161

6 + 2 = ☐

A. 4
✓**B.** 8
C. 9
D. 26
E. 62

161–170

☐ + 7 = 13

☐ = ?

✓**A.** 6
B. 9
C. 10
D. 11
E. 18

171–180

Click on all the sets that have an odd number of basketballs.

181–190

Two children will share the dolls equally. How many dolls will each get?

A. 1
B. 2
✓**C.** 4
D. 8

191–200

Jill sold bags of raisins. The first day she sold 6 bags, and the second day she sold 12. On the third day she sold 18.

If Jill continues to sell bags following the same pattern, how many bags will she sell on the sixth day?

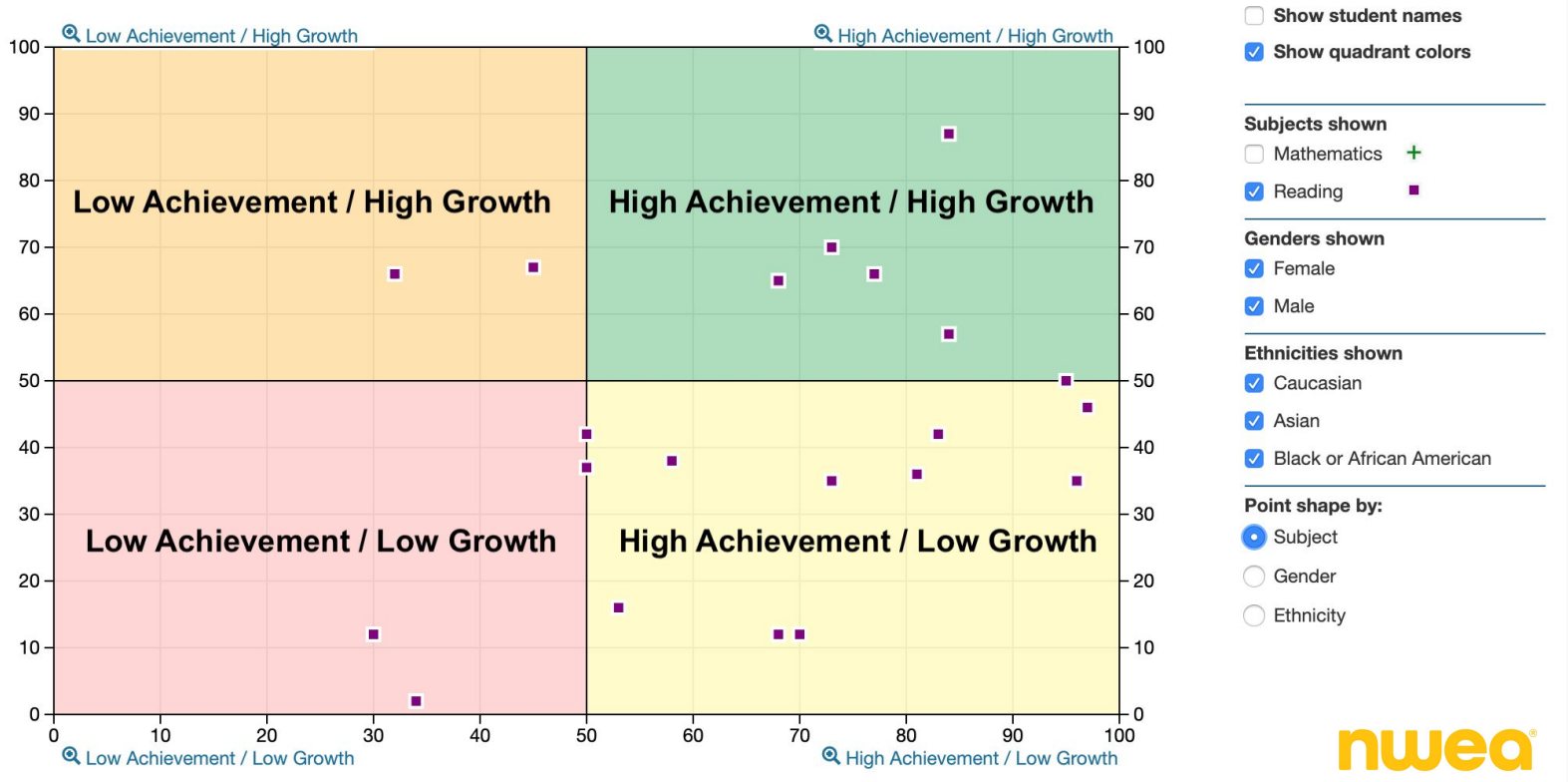
A. 54
B. 48
✓**C.** 36
D. 30
E. 24

How do teachers use NWEA?

NWEA Teacher Reports

Quadrant Report

Provides teachers with an interactive class view of their students' performance and growth.



NWEA Teacher Reports

Class Breakdown Report

Provides teachers with interactive student groupings based on performance.

Goal	Goal Score						
	<171	171–180	181–190	191–200	201–210	211–220	221+
Literature	D. N. Dugaw (181)			N. I. Devany (188) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) T. E. Wolf (201)	D. E. Shalifoe (198) M. M. Vosburg (205) J. S. Kucia (207)	R. Valkier (211) D. W. Alhamzawi (213)	K. S. Dimalanta (220)
Informational Text			D. N. Dugaw (181) N. I. Devany (188)	A. E. Scruggs (197) D. E. Shalifoe (198) T. E. Wolf (201)	Z. N. Haukebo-Bol (198) J. S. Kucia (207)	M. M. Vosburg (205) R. Valkier (211) K. S. Dimalanta (220)	D. W. Alhamzawi (213)
Vocabulary Acquisition and Use			N. I. Devany (188)	D. N. Dugaw (181) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalifoe (198) M. M. Vosburg (205)	T. E. Wolf (201) R. Valkier (211) D. W. Alhamzawi (213)	J. S. Kucia (207)	K. S. Dimalanta (220)

nwea

NWEA Teacher Reports

Learning Continuum Report

Provides teachers with instructional focus areas for each student.

Literature

Key Ideas and Details

171-180	**Setting** • Draws conclusions about a setting based on a description • Identifies setting	D. N. Dugaw Overall: 181; Lexile® Range: 158-308L; Goal Range: 163-177
181-190	**Setting** • Draws conclusions about a setting based on a description • Identifies setting • Recognizes description of setting	No students
191-200	**Setting** • Draws conclusions about a setting based on a description • Identifies details that reveal aspects of setting • Identifies setting • Recognizes description of setting	N. I. Devany Overall: 188; Lexile® Range 288-438L; Goal Range: 185-196 A. E. Scruggs Overall: 197; Lexile® Range 452-602L; Goal Range: 191-202 Z. N. Haukebo-Bol Overall: 198; Lexile® Range 457-607L; Goal Range: 187-199 T. E. Wolf Overall: 201; Lexile® Range 513-663L; Goal Range: 189-201
201-210	**Setting** • Compares or contrasts setting across literary works • Draws conclusions about a setting based on a description • Identifies details that reveal aspects of setting • Identifies setting • Recognizes description of setting	D. E. Shalifoe Overall: 198; Lexile® Range 464-614L; Goal Range: 201-213 M. M. Vosburg Overall: 205; Lexile® Range 587-737L; Goal Range: 198-210 J. S. Kucia Overall: 207; Lexile® Range 634-784L; Goal Range: 198-210

nwea®

Teachers use NWEA to...

- Monitor the growth of students in conjunction with multiple measures of progress
- Inform their instructional focus and identify necessary adjustments
- Personalize and differentiate learning

How does the district use NWEA?

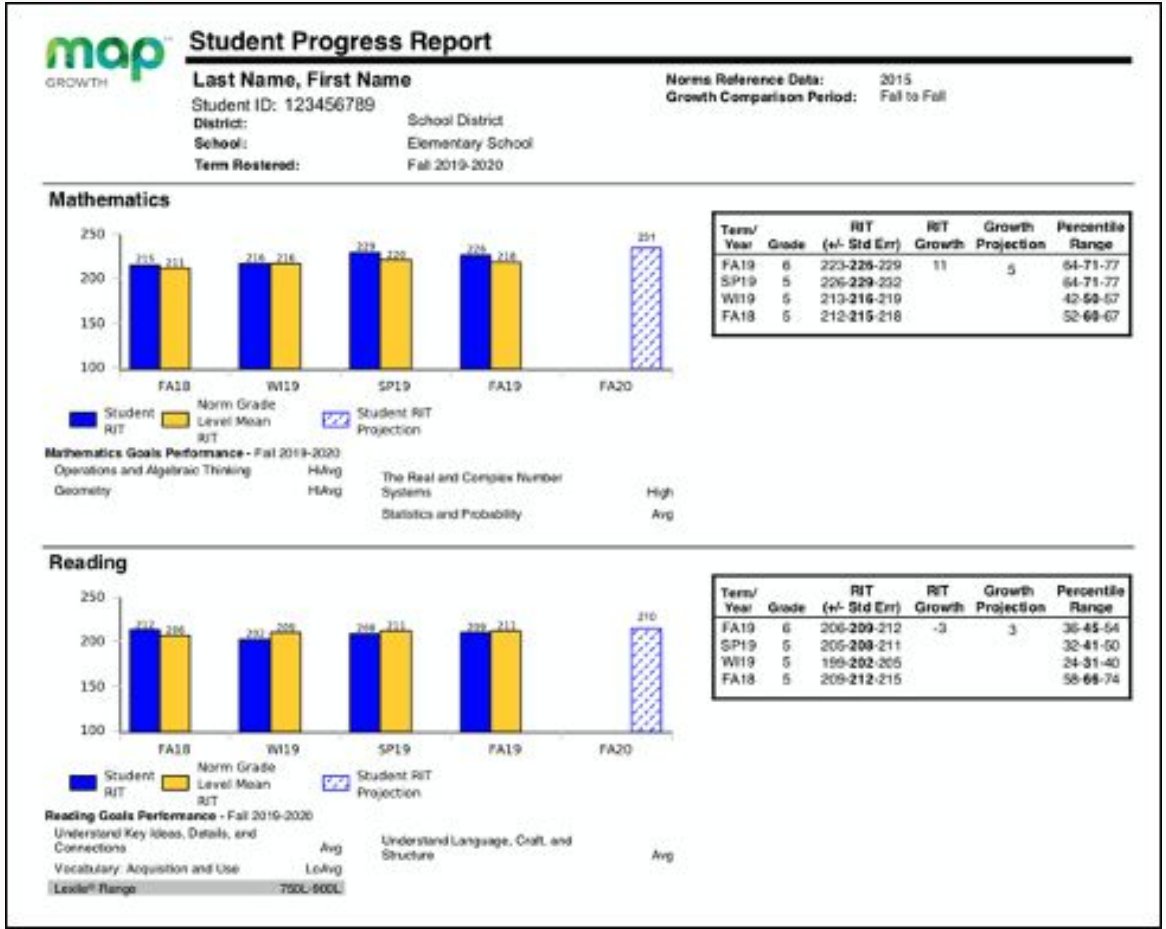
The district uses NWEA to...

- Check alignment with ELA and Math Standards
- Identify performance trends
- Build curricular and instructional capacity

How can parents use NWEA?

Student Progress Report

- Accessible via the Parent Portal.
- Student's term-to-term performance and growth.
- Compares the students' scores to national norms.



map GROWTH

Student Progress Report

Last Name, First Name
Student ID: 123456789
District: School District
School: Elementary School
Term Rostered: Fall 2019-2020

Norms Reference Data: 2015
Growth Comparison Period: Fall to Fall

Mathematics

Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA19	6	223-226-229	11	5	64-71-77
SP19	5	226-229-232			64-71-77
WI19	5	213-216-219			42-50-57
FA18	5	212-215-218			52-60-67

Mathematics Goals Performance - Fall 2019-2020

Operations and Algebraic Thinking	HiAvg	The Real and Complex Number Systems	High
Geometry	HiAvg	Statistics and Probability	Avg

Reading

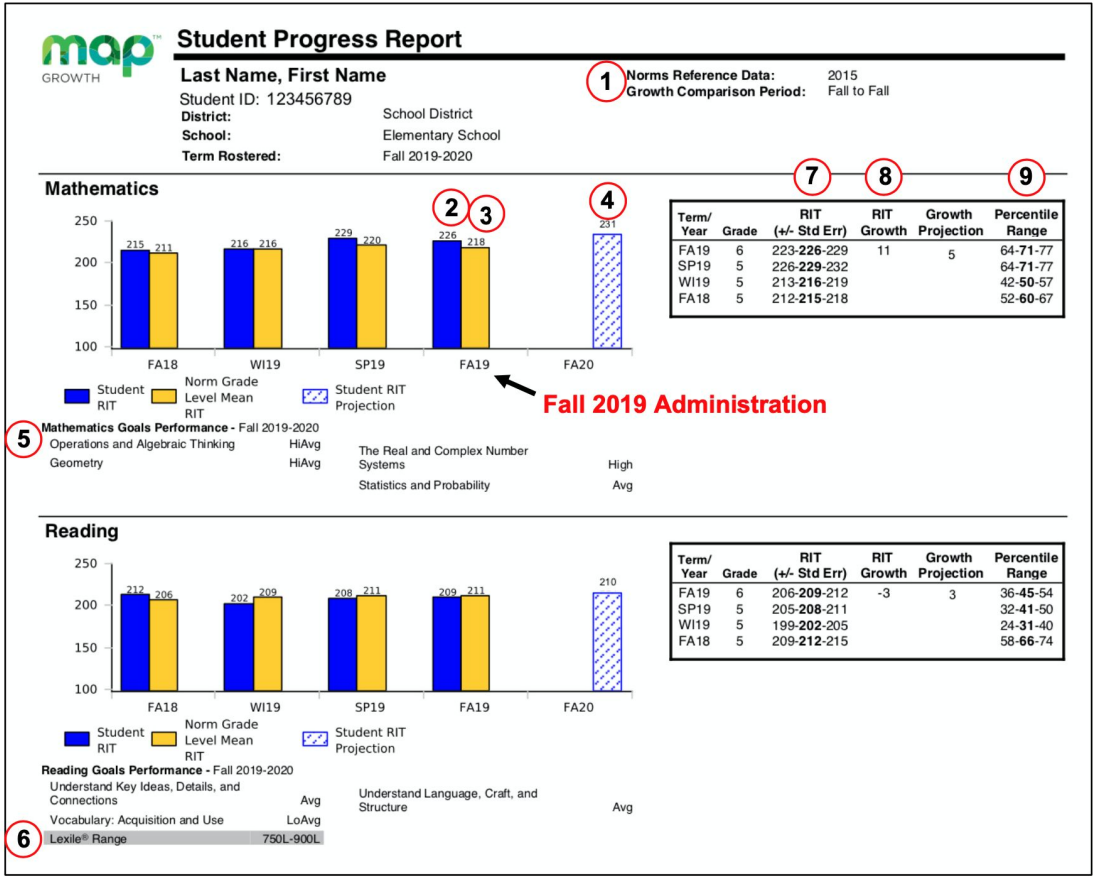
Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA19	6	206-209-212	-3	3	36-45-54
SP19	5	205-208-211			32-41-50
WI19	5	199-202-205			24-31-40
FA18	5	209-212-215			58-66-74

Reading Goals Performance - Fall 2019-2020

Understand Key Ideas, Details, and Connections	Avg	Understand Language, Craft, and Structure	Avg
Vocabulary: Acquisition and Use	LoAvg		
Lexile® Range	750L-900L		

nwea

Student Progress Report

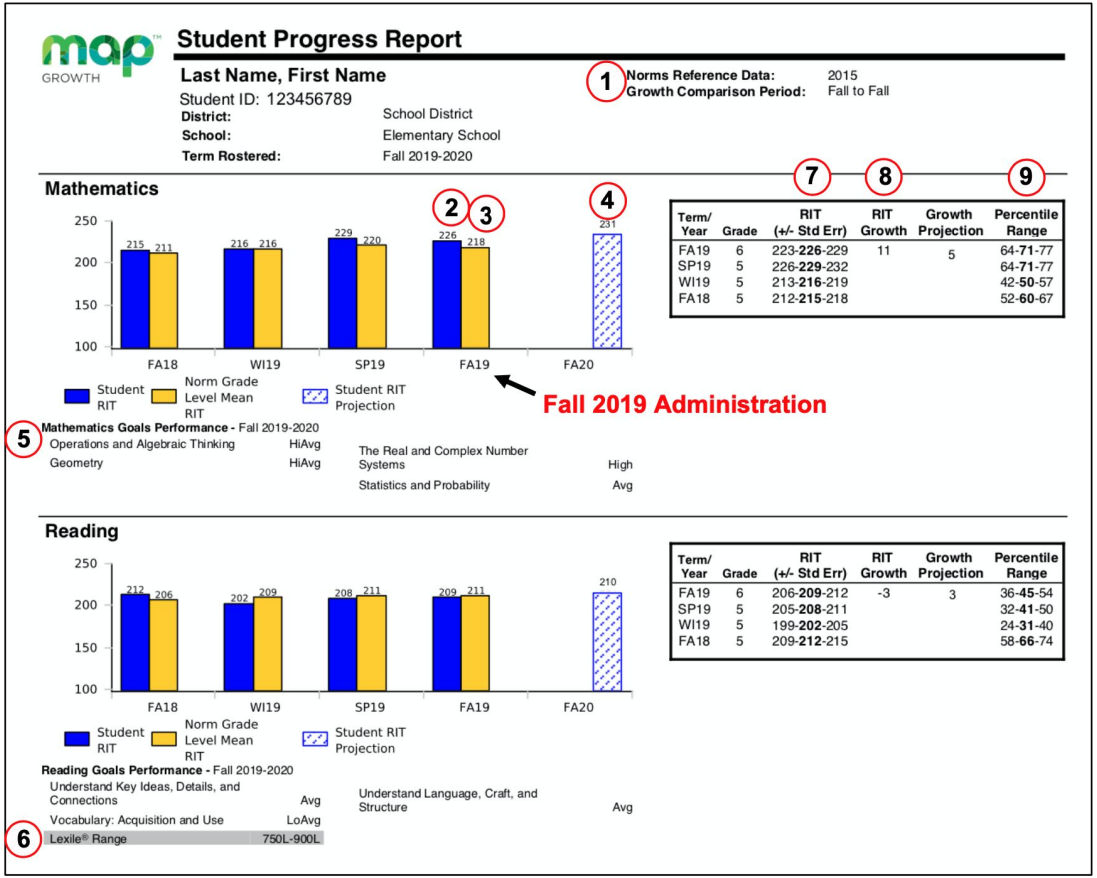


1. **Norms Reference Data**: Indicates which NWEA norming study the report data is drawn from.

2. **RIT Score**: An RIT (Rasch UnIT) score is an estimation of a student's skill level. RIT scores have the same meaning across grade levels.

3. **Norm Grade Level Mean RIT**: National average score for students who were in the same grade and who tested in the same term.

Student Progress Report



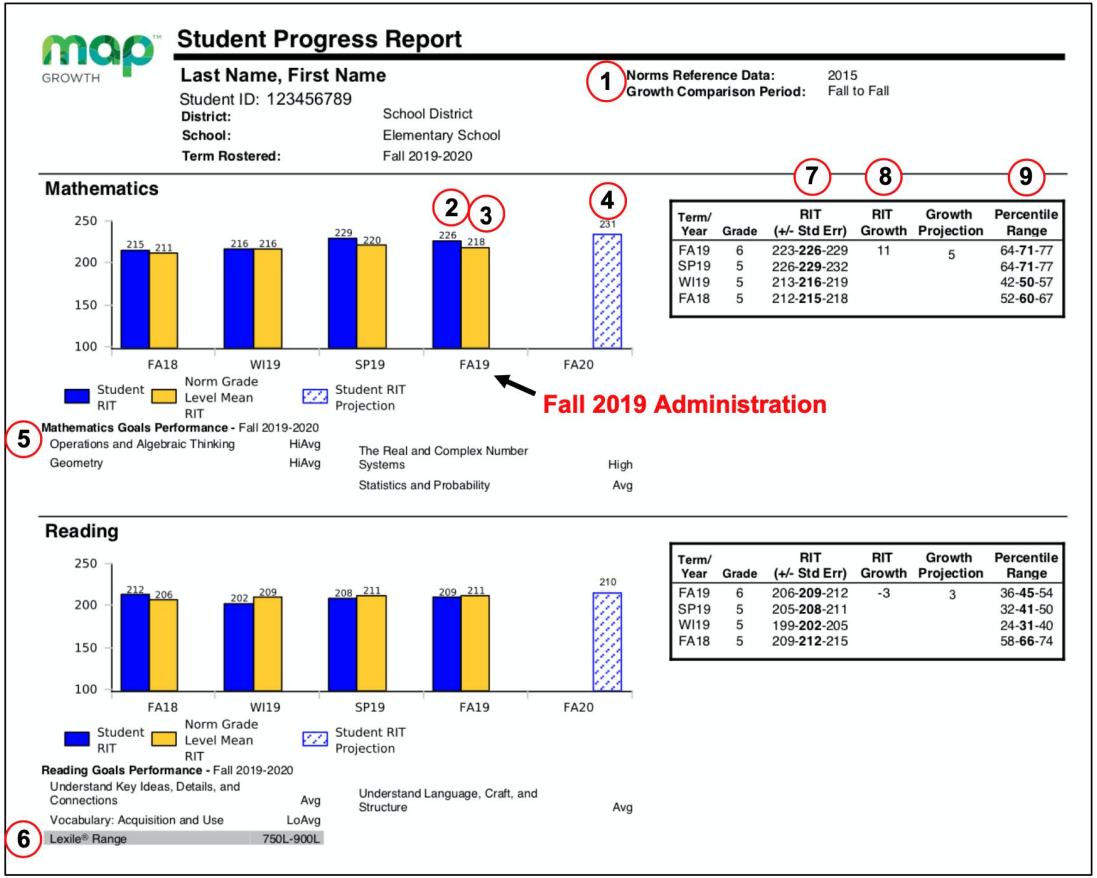
4. Student RIT Projection: The projected score when the student takes the assessment in the Fall 2020.

5. Goals performance: Provides levels of performance in particular instructional areas within math and reading.

6. Lexile Range: A measure of the text complexity that helps teachers and parents identify level-appropriate reading material for students.

nwea

Student Progress Report



7. RIT Range: If the student took the test again relatively soon, you could expect their score to fall within this range.

8. RIT Growth: The change in a student's RIT score since their first Map Growth administration.

9. Percentile Range: The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score equaled or exceeded.

How can parents use NWEA?

- Opportunity to monitor your child's progress
- Data promotes discussion with the classroom teacher
- Foster a growth mindset

What are our next steps?

Next Steps

- Focus on progress monitoring and measuring growth
  - Individual students
  - Small groups
- Identifying specific skills or instructional areas in need of support

Next Steps

NWEA Data Workshop -- Feb. 11th - 14th

- An NWEA trainer and Mr. Kuranishi are facilitating professional development with teachers:
  - Analysis of Fall/Winter MAP growth data
  - Progress Monitoring
  - Responsive Lesson Planning

Thank you!

Questions?

Contact Information:

Dr. Gaurav Passi - Assistant Superintendent of Curriculum and Instruction - gpassi@manhassetschools.org

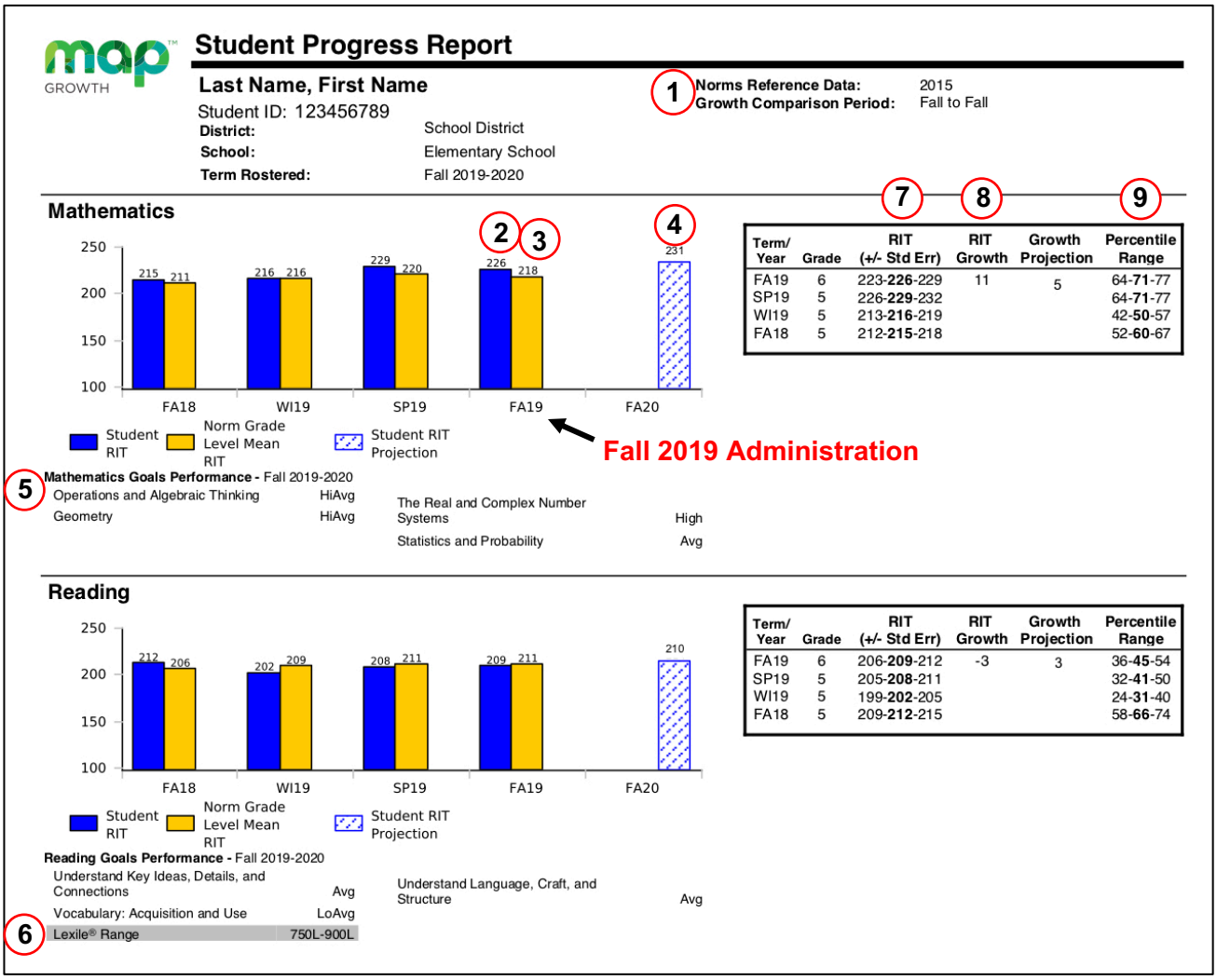
Dr. Rebecca Chowske - District Coordinator of English Language Arts - rebecca_chowske@manhassetschools.org

Lauren Tallarine - District Coordinator of Math and Business - lauren_tallarine@manhassetschools.org

Adam Kuranishi - Administrator of Assessment and Data Analysis - adam_kuranishi@manhassetschools.org

A Guide to the NWEA Parent Report

Parents can access, via the Parent Portal, their child's "MAP Growth Student Progress Report." This report illustrates a student's term-to-term performance and growth, and compares the students' scores to national norms. Please see below an annotated example of a report with descriptions below.



Annotation Key:

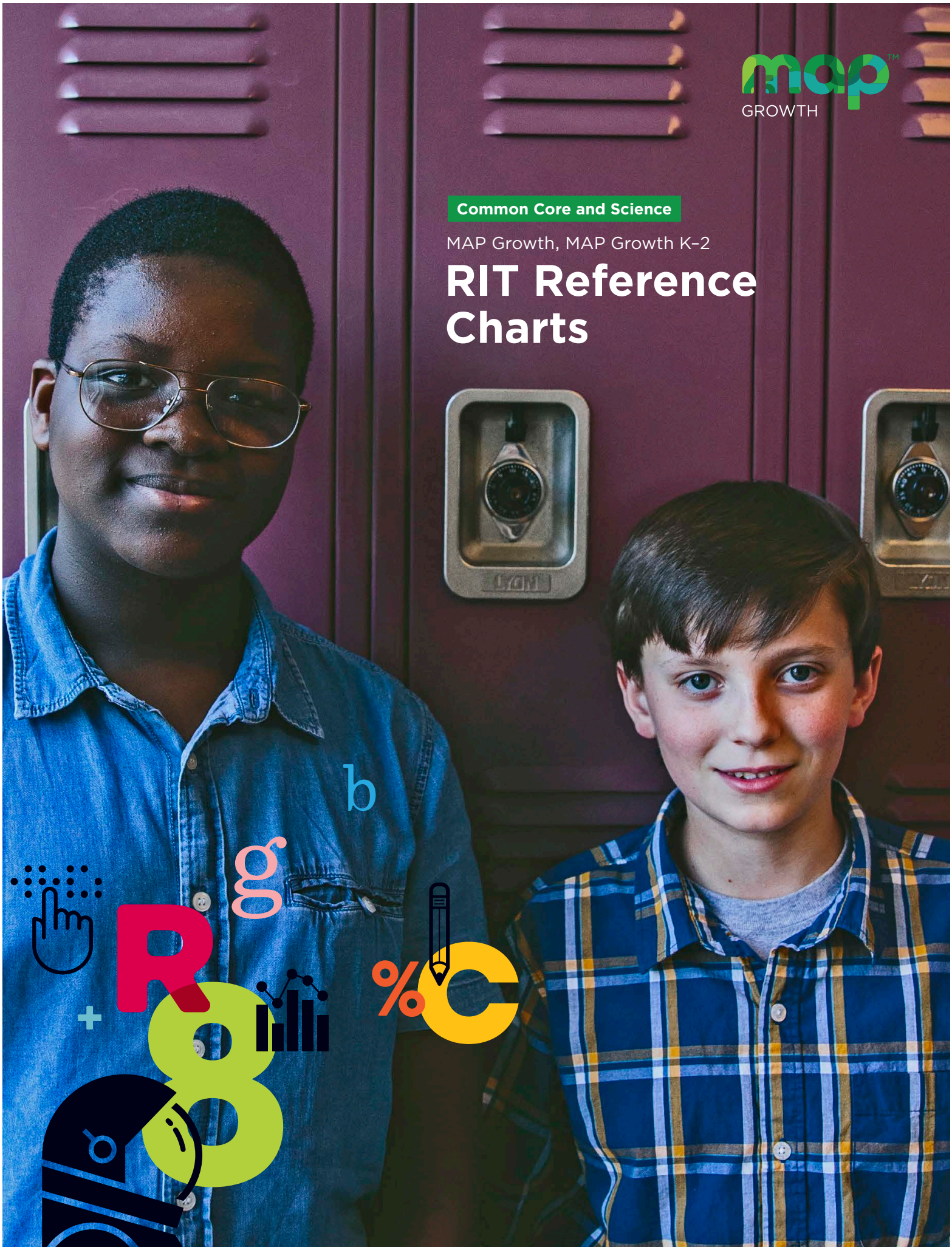
1. **Norms Reference Data**: Indicates which NWEA norming study the report data is drawn from.
2. **RIT Score**: An RIT (Rasch UnIT) score is an estimation of a student's skill level. RIT scores have the same meaning across grade levels. For example, if a fourth-grade student and an eighth-grade student have the same RIT score in reading, then they are testing at the same level in that subject. This stable curriculum scale allows teachers to accurately measure each student's academic growth throughout the school year.
3. **Norm Grade Level Mean RIT**: National average score for students who were in the same grade and who tested in the same term.
4. **Student RIT Projection**: The projected score when the student takes the assessment in the Fall 2020.
5. **Goals performance**: Provides levels of performance in particular instructional areas within math and reading.
6. **Lexile Range**: A measure of the text complexity that helps teachers and parents identify level-appropriate reading material for individual students.
7. **RIT Range**: If the student took the test again relatively soon, you could expect their score to fall within this range.
8. **RIT Growth**: The change in a student's RIT score since their first Map Growth administration.
9. **Percentile Range**: The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score equaled or exceeded.

map™ GROWTH

Common Core and Science

MAP Growth, MAP Growth K–2

RIT Reference Charts



Contents

Mathematics K-2

MAP Growth tests produce scores that make it possible to monitor student growth from year to year along developmental curriculum scales. The chart inside shows examples of the kinds of work students can do at various points along the MAP Growth RIT scale, assuming they have been exposed to content. This type of information is helpful in supporting appropriate instruction.

Please note that each subject area has a unique alignment to the RIT scale. As a result, scores between subjects are not equivalent.

HOW TO USE THE CHARTS

1. **Find the column containing the student's score for a particular subject. For example, if the student's score is 188 in "Language: Understand, Edit Mechanics," refer to the column labeled 181–190.**
2. **Read down the column to locate a sample test question for a given reporting area, such as "Language: Understand, Edit Mechanics." A student's score suggests that, currently, he or she is likely to get about half of the questions of this difficulty correct.**
3. **Now look at the questions in the column(s) to the left. The student is likely to get most of these correct, assuming he or she has been instructed in these skills and concepts.**
4. **The questions in the column(s) to the right will probably require new learning on the student's part.**

PLEASE NOTE

Test items in this booklet are sample items, and many are not calibrated or field tested. For purposes of this document, RIT scale alignment is an approximation.

Some passages have been truncated due to space considerations.

map™ GROWTH

Operations and Algebraic Thinking

Students can represent and solve problems involving addition, subtraction, multiplication, and division. They understand and can apply properties of operations, and understand the relationship between operations.

below 131

1 2 3 4 5

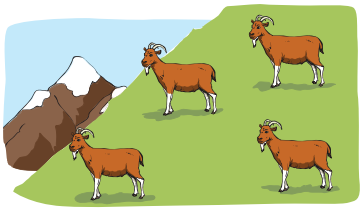
Look at the trucks.

Two trucks and one more truck is how many trucks altogether?

131-140

Listen to the story problem:
There is 1 tree in the yard. 2 more get planted in the yard.
Move the trees to the yard to show how many there are altogether.

141-150



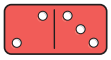
Listen to the story problem:

There are four goats on the hillside. Three goats leave the hillside.

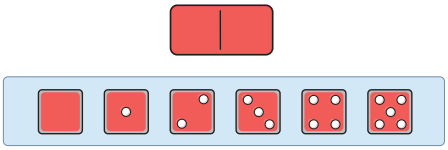
Click on the goats to show how many are on the hillside now.

151-160

The domino shows one way to make 5.



Move dots to the empty domino to show a different way to make 5.



161-170

4 + ___ = 6

0 1 2 3 4 5 6 7 8 9

You can use the buttons to help you find the answer to the problem.

Move the correct number to the blank line to make the sentence true.

171-180

_____ shells

30 35 43 48
78 112 121

Bella had 78 shells in her collection. She gave 43 shells away to her friends.

How many shells are left in Bella's collection?

You can move base ten blocks to help you solve the problem.

181-190

The Lions had 47 points at halftime.
At the end of the game they had 89.

How many points did the Lions score after halftime?

_____ points

0 1 2 3 4 5 6 7 8 9

above 191

$$\begin{array}{r} 2 \\ \times\ 7 \\ \hline \\ \hline \end{array}$$

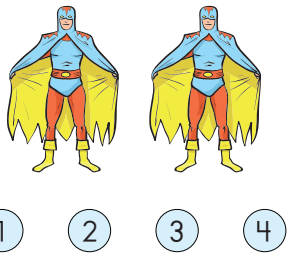
0 1 2 3 4 5 6 7 8 9

What is the answer?

Number and Operations

Students can understand place value, the counting sequence, and counting strategies. They can compose and decompose numbers into hundreds, tens, and ones. Students can use place value understanding to compare numbers, perform multi-digit arithmetic, and develop understanding of fractions.

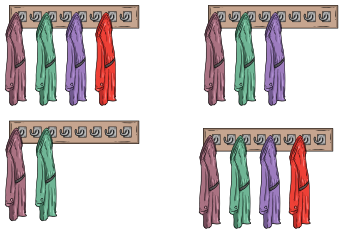
below 131



Look at the picture.

How many superheroes are there?

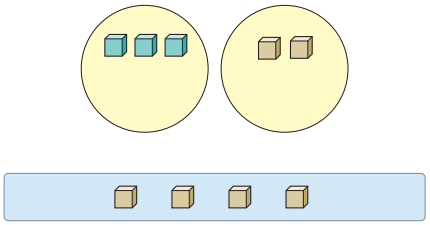
131-140



Look at the coat racks.

Click on the rack that has the fewest coats.

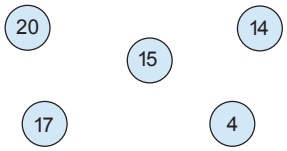
141-150



Look at the two groups.

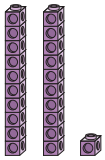
Move cubes to the circles to make the groups equal.

151-160



Click on the number that is 1 more than 13.

161-170



1 21 20 201

What number do the blocks show?

171-180

347

0 1 2 3 4 5 6 7 8 9

Look at the number.

What is 100 more than 347?

181-190

532 ☐ 591 358 ☐ 358 823 ☐ 453

< > =

Look at the numbers.

Put the correct symbol in each of these problems to make them true.

above 191

6 hundreds and 5 ones

0 1 2 3 4 5 6 7 8 9

Which number is described?

Measurement and Data

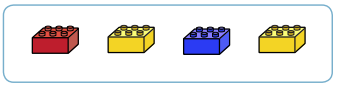
Students can solve problems involving measurement and estimation of lengths, time, liquid volumes, and masses of objects. They can use geometric measurement to understand area and perimeter. Students can organize, represent, and interpret data in various graphical representations.

below 131

Look at the picture.

Click on the shortest student.

131-140



Look at the group of objects. The objects in this group belong together.

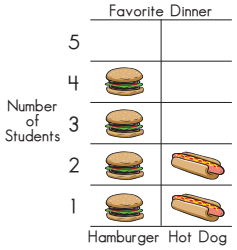
Click on the object that belongs with the group.

141-150

Look at the sticker chart.

Click on the name of the student with the most star stickers.

151-160



1 2 3 4 5 6

Look at the graph.

How many students chose hot dog as their favorite dinner?

161-170

_____ blocks

0 1 2 3 4 5 6 7 8 9

Look at the picture of the bus.

Measure the length of the bus using blocks. How many blocks long is the bus?

171-180

3:45 9:15 8:20 4:40

Look at the clock.

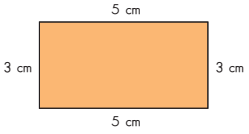
What time is shown on the clock?

181-190

Listen to the story: Julia bought a robot toy for 79 cents. She paid for it with one dollar.

Show the change that Julia should receive. Take as many coins as you need from each stack.

above 191



10 11 12 13 14
15 16 17 18 19 20

What is the perimeter of the rectangle?

Geometry

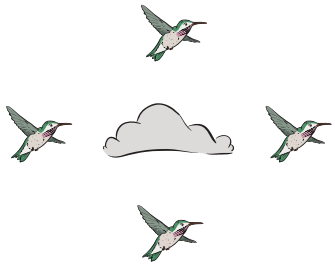
Students can reason with shapes and their attributes. They can identify and describe shapes having specified attributes. Students can partition shapes into equal shares to gain an understanding of fractional parts of a whole.

below 131

Look at the shapes.

Which shape has only 3 sides?

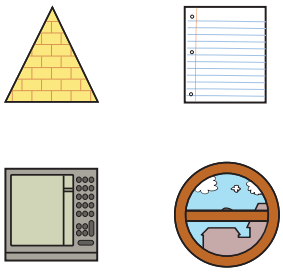
131-140



Look at the picture.

Which bird is over the cloud?

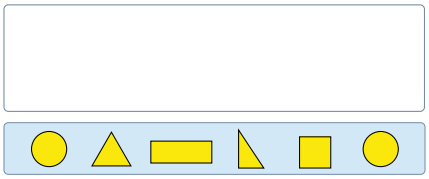
141-150



Look at the pictures.

Which is shaped like a circle?

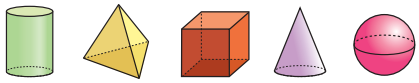
151-160



Look at the shapes.

Move ALL the shapes with four corners to the mat.

161-170



Look at the shapes.

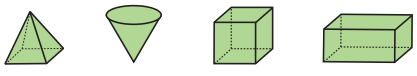
Click on the pyramid.

171-180

Look at the shapes.

Click on ALL of the shapes that are divided into equal shares.

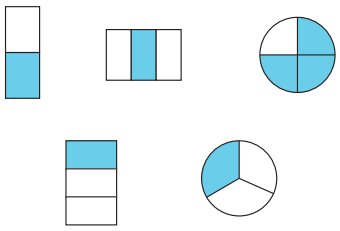
181-190



Look at the shapes.

Click on ALL of the shapes that have six faces.

above 191



Look at the shapes.

Click on ALL of the shapes with one-third shaded.

Mathematics 2-5

MAP Growth tests produce scores that make it possible to monitor student growth from year to year along developmental curriculum scales. The chart inside shows examples of the kinds of work students can do at various points along the MAP Growth RIT scale, assuming they have been exposed to content. This type of information is helpful in supporting appropriate instruction.

Please note that each subject area has a unique alignment to the RIT scale. As a result, scores between subjects are not equivalent.

HOW TO USE THE CHARTS

1. **Find the column containing the student's score for a particular subject. For example, if the student's score is 188 in "Language: Understand, Edit Mechanics," refer to the column labeled 181–190.**
2. **Read down the column to locate a sample test question for a given reporting area, such as "Language: Understand, Edit Mechanics." A student's score suggests that, currently, he or she is likely to get about half of the questions of this difficulty correct.**
3. **Now look at the questions in the column(s) to the left. The student is likely to get most of these correct, assuming he or she has been instructed in these skills and concepts.**
4. **The questions in the column(s) to the right will probably require new learning on the student's part.**

PLEASE NOTE

Test items in this booklet are sample items, and many are not calibrated or field tested. For purposes of this document, RIT scale alignment is an approximation.

Some passages have been truncated due to space considerations.

map™ GROWTH

Operations and Algebraic Thinking

Students can represent and solve problems involving the four operations, understand and apply properties of operations, generate and analyze patterns, and write and interpret numerical expressions.

below 161

6 + 2 = ☐

A. 4
✓**B.** 8
C. 9
D. 26
E. 62

161–170

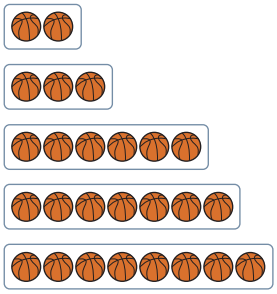
☐ + 7 = 13

☐ = ?

✓**A.** 6
B. 9
C. 10
D. 11
E. 18

171–180

Click on all the sets that have an odd number of basketballs.



181–190

Two children will share the dolls equally. How many dolls will each get?

A. 1
✓**C.** 4
B. 2
D. 8

191–200

Jill sold bags of raisins. The first day she sold 6 bags, and the second day she sold 12. On the third day she sold 18.

If Jill continues to sell bags following the same pattern, how many bags will she sell on the sixth day?

A. 54
D. 30
B. 48
E. 24
✓**C.** 36

201–210

There are 8 hot dog buns in a package. Shay wants to buy the LEAST number of packages to have enough buns for 50 hot dogs.

Which statement is true?

A. Shay should buy 6 packages. She will have exactly the correct number of buns.
B. Shay should buy 6 packages. She will have 2 buns left over.
C. Shay should buy 7 packages. She will have exactly the correct number of buns.
✓**D.** Shay should buy 7 packages. She will have 6 buns left over.

211–220

Which set contains all the factors of 20?

A. (5, 10, 15, 20)
B. (2, 4, 5, 10)
✓**C.** (1, 2, 4, 5, 10, 20)
D. (1, 2, 4, 5, 8, 10, 15, 20)

221–230

[6 × (9 - 4)] + [(6 + 4) ÷ 2]

What is the value of the expression?

A. 20
B. 30
✓**C.** 35
D. 38
E. 58

Numbers and Operations

Students understand the place value system by counting, representing, comparing, rounding, and performing operations with multi-digit whole numbers, fractions, and decimals.

below 161

How many?

A. 4
✓**B.** 5
C. 6
D. 7
E. 8

161–170

$$\begin{array}{r} 63 \\ +\ 34 \\ \hline \end{array}$$

A. 31
B. 37
C. 71
✓**D.** 97
E. 98

171–180

$$\begin{array}{r} 99 \\ -\ 56 \\ \hline \end{array}$$

A. 34
B. 42
✓**C.** 43
D. 53
E. 155

181–190

$$\begin{array}{r} 60 \\ \times\ 5 \\ \hline \end{array}$$

What is the product?

A. 30
B. 65
✓**C.** 300
D. 365

191–200

$\frac{5}{7} - \frac{3}{7} =$

A. $\frac{8}{7}$
B. 2
✓**C.** $\frac{2}{7}$
D. 0
E. 7

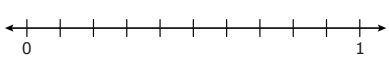
201–210

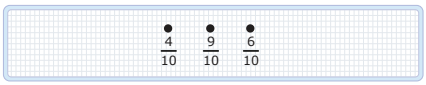
0.32 ÷ 8 =

A. 4.3
B. 0.15
✓**C.** 0.04
D. 0.4
E. 43.75

211–220

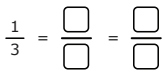
Drag the fractions from the toolbox to their correct location on the number line.

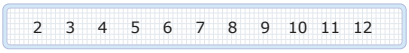




221–230

Drag the numbers to the boxes to make two different fractions equal to $\frac{1}{3}$.

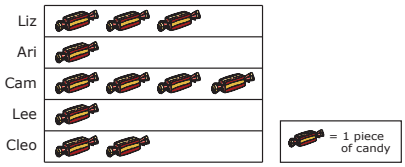




Measurement and Data

Students understand and solve measurement problems involving length, mass, liquid volume, time, money, area, perimeter, volume, and angles. They can generate, represent, and interpret data.

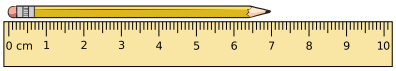
below 161



Who has the most candy?

A. Liz
B. Ari
✓**C.** Cam
D. Lee
E. Cleo

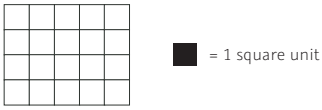
161–170



The pencil is about how many centimeters long?

A. 4 cm
B. 5 cm
C. 6 cm
✓**D.** 7 cm
E. 8 cm

171–180



What is the area of the figure?

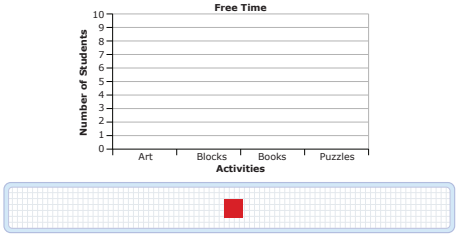
A. 18 square units
B. 9 square units
✓**C.** 20 square units
D. 16 square units
E. 5 square units

181–190

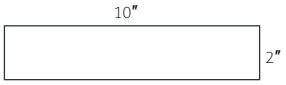
The list shows how students in a class spent free time.

4 students made art.
2 students played with blocks.
5 students read books.
3 students completed puzzles.

Drag the squares to make a bar graph of the data.



191–200



What is the perimeter of this rectangle?

A. 12 inches
✓**B.** 24 inches
C. 8 inches
D. 16 inches
E. 20 inches

201–210

A plane flew for 5 hours. Click on all the measurements that are equal to 5 hours.

15,000 seconds	18,000 seconds
30,000 seconds	300 minutes
150 minutes	250 minutes

211–220

4 yards = ☐

A. 16 feet
B. 20 feet
✓**C.** 144 inches
D. 80 inches
E. 36 inches

221–230

Regina needs $2\frac{1}{2}$ pounds of fertilizer for her plants. How many ounces is $2\frac{1}{2}$ pounds?

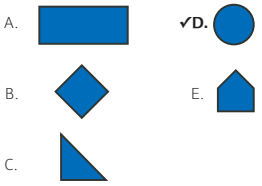
A. 16 ounces
B. 20 ounces
C. 30 ounces
✓**D.** 40 ounces
E. 48 ounces

Geometry

Students understand and reason with geometric concepts by identifying, describing, creating, and classifying two- and three-dimensional figures. They can solve mathematical problems by graphing points on the coordinate plane.

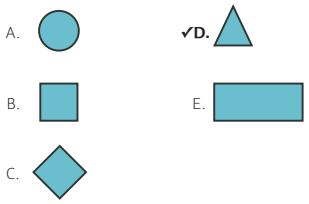
below 161

Which shape does NOT have any corners?



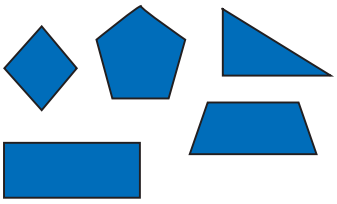
161-170

Which of these shapes is a triangle?



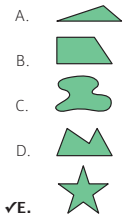
171-180

Click on all the quadrilaterals.

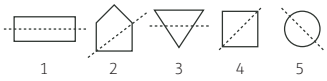


181-190

Which shape has symmetry?



191-200

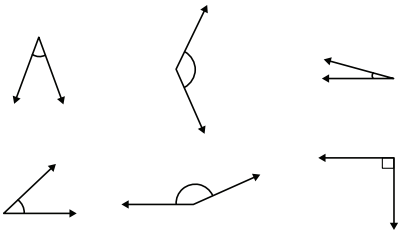


Which figures show a line of symmetry?

- ✓**A.** 1, 4, and 5
- B. 2, 4, and 5
- C. 4 and 5
- D. 1 and 4
- E. 2, 3, and 4

201-210

Click on all the obtuse angles.



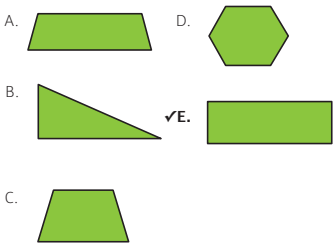
211-220

Which statement about rectangles is true?

- A. All rectangles are squares.
- B. All rectangles are trapezoids.
- C. All rectangles are rhombuses.
- ✓**D.** All rectangles are parallelograms.

221-230

Which shape is a parallelogram?



Mathematics 6+

MAP Growth tests produce scores that make it possible to monitor student growth from year to year along developmental curriculum scales. The chart inside shows examples of the kinds of work students can do at various points along the MAP Growth RIT scale, assuming they have been exposed to content. This type of information is helpful in supporting appropriate instruction.

Please note that each subject area has a unique alignment to the RIT scale. As a result, scores between subjects are not equivalent.

HOW TO USE THE CHARTS

1. **Find the column containing the student's score for a particular subject. For example, if the student's score is 188 in "Language: Understand, Edit Mechanics," refer to the column labeled 181–190.**
2. **Read down the column to locate a sample test question for a given reporting area, such as "Language: Understand, Edit Mechanics." A student's score suggests that, currently, he or she is likely to get about half of the questions of this difficulty correct.**
3. **Now look at the questions in the column(s) to the left. The student is likely to get most of these correct, assuming he or she has been instructed in these skills and concepts.**
4. **The questions in the column(s) to the right will probably require new learning on the student's part.**

PLEASE NOTE

Test items in this booklet are sample items, and many are not calibrated or field tested. For purposes of this document, RIT scale alignment is an approximation.

Some passages have been truncated due to space considerations.

map™ GROWTH

Operations and Algebraic Thinking

Students can apply and extend previous understandings of arithmetic to algebraic expressions, equations, and inequalities. They can model relationships between quantities using functions and compare, interpret, and build functions in different representations.

201-210

Simplify.

$5 + (2 + 3^2) - 1$

A. 12
✓B. 15
C. 17
D. 29
E. 99

211-220

If $6n = 102$, n equals

A. 12.
✓B. 17.
C. 108.
D. 196.
E. 612.

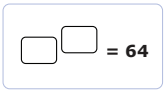
221-230

Evaluate $gh - b$ if $g = 4$, $h = 9$, $b = 12$.

A. 48
B. 37
C. 25
✓D. 24
E. 1

231-240

Drag a number into each box to represent 64 using exponents.



2 3 4 16 32 60

241-250

Ken works as a salesperson in a local electronics store. He earns $200 each week plus 6% commission on his total sales.

Which equation correctly represents Ken's weekly earnings, E, based on s, his total sales?

A. $E = 0.06s(\$200)$
B. $E = 6s + \$200$
✓C. $E = 0.06s + \$200$
D. $E = 6s(\$200)$

above 250

Which expression is equivalent to $\frac{8^{-9}}{8^{-3}}$?

A. 8^{-12}
✓B. 8^{-6}
C. 8^{-3}
D. 8^{3}
E. 8^{6}

The Real and Complex Number Systems

Students can apply and extend previous understandings of operations to the real and complex number systems by solving problems involving ratio, rate, proportion, rational numbers, irrational numbers, complex numbers, and the coordinate plane.

201-210

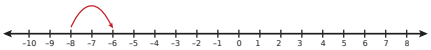
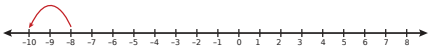
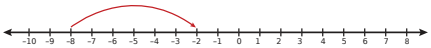
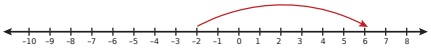
The sign shows the cost of a bag of apples at Hank's Fruit Stand.

What is the unit price?

✓A. $0.85 per apple
B. $0.90 per apple
C. $1.10 per apple
D. $1.18 per apple

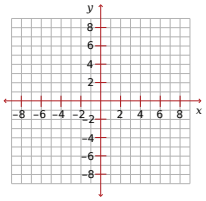
211-220

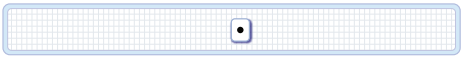
Which number line shows how to find the sum of -8 + (-2)?

A.

✓B.

C.

D.


221-230

Move the point to the coordinates (-5, 6).





231-240

Which is closest to √10?

A. 3.0
✓B. 3.2
C. 3.5
D. 5.0

241-250

A $30.00 pair of jeans is discounted 20%.

If sales tax is 5%, what will be the final price for the jeans?

A. $22.80
B. $24.00
C. $24.20
✓D. $25.20
E. $28.35

above 250

Which is the simplified form of 2 + 3√-12?

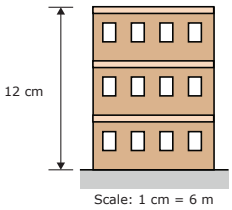
A. $8i\sqrt{3}$
✓B. $2 + 6i\sqrt{3}$
C. $-i\sqrt{12}$
D. $2 - 3i\sqrt{12}$
E. $-4i\sqrt{12}$

Geometry

Students can solve problems involving area, circumference, surface area, volume, and angle measure. They understand congruence and similarity in terms of transformations and apply theorems involving properties of circles and right triangles.

201-210

Use the scale drawing of the building to answer the question.

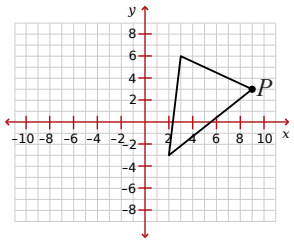


What is the actual height of the building?

A. 2 m
B. 6 m
✓C. 72 m
D. 144 m

211-220

Use the graph to answer the question.

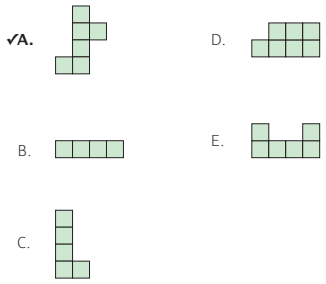


The triangle is reflected across the y-axis and then reflected across the x-axis. P' is the image of P after both reflections. What are the coordinates of P'?

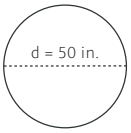
A. (-9, -9)
C. (-7, -9)
✓B. (-9, -3)
D. (-7, -3)

221-230

Which of these nets would fold into a closed cube?



231-240

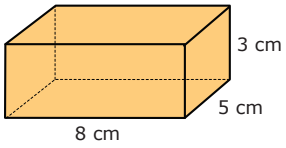


Use the formula C = πd with 3.14 as an approximation for pi.

Find the circumference of this circle to the nearest inch.

✓A. 157 in.
B. 150 in.
C. 1570 in.
D. 53.14 in.
E. 46.86 in.

241-250

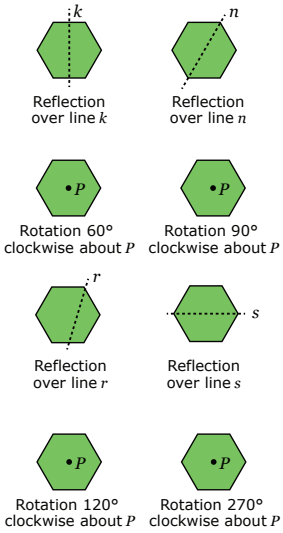


Calculate the surface area of this rectangular solid.

A. 79 cm^2
B. 110 cm^2
C. 120 cm^2
D. 128 cm^2
✓E. 158 cm^2

above 250

Click on all the transformations that carry the regular hexagon onto itself.



Statistics and Probability

Students can summarize, represent, and interpret data, including measures of center and variability, and investigate patterns of association in bivariate data. They can understand and evaluate random processes and compute probabilities of events in a uniform probability model.

201-210

A box contains 13 balls. 3 balls are red, 5 are blue, 4 are orange, and 1 is yellow.

What is the probability of picking a red ball?

A. $\frac{3}{5}$

B. $\frac{3}{10}$

C. $\frac{1}{13}$

✓**D.** $\frac{3}{13}$

E. $\frac{5}{13}$

211-220

Diana received scores of 100, 63, 80, 85, and 92 on her math tests.

What is her mean (average) score?

A. 83

✓**B.** 84

C. 85

D. 86

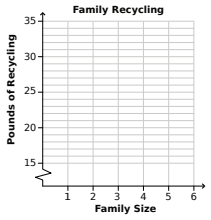
E. 87

221-230

The table shows family size and recycling information for several different families.

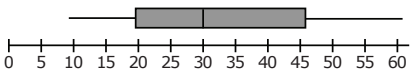
Drag the points onto the graph to make a scatter plot of the data.

Family Size	Pounds of Recycling
3	19
4	22
2	22
5	32
3	28
3	18
5	34



231-240

Look at the box-and-whisker plot.



Which number represents the median of the data?

A. 20

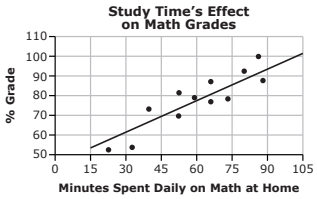
✓**B.** 30

C. 32.5

D. 35

E. 45

241-250



If Sally studies math for 45 minutes a day at home, predict her math grade based on the scatter plot.

A. 50

B. 60

✓**C.** 70

D. 80

E. 90

above 250

At Washington High School, 20% of the teachers coach a sports team, and 12% of the teachers coach a sports team and lead an academic club.

If one teacher chosen at random coaches a sports team, what is the probability that this teacher also leads an academic club?

A. 8%

B. 16%

C. 32%

✓**D.** 60%

Reading K-2

MAP Growth tests produce scores that make it possible to monitor student growth from year to year along developmental curriculum scales. The chart inside shows examples of the kinds of work students can do at various points along the MAP Growth RIT scale, assuming they have been exposed to content. This type of information is helpful in supporting appropriate instruction.

Please note that each subject area has a unique alignment to the RIT scale. As a result, scores between subjects are not equivalent.

HOW TO USE THE CHARTS

1. **Find the column containing the student's score for a particular subject. For example, if the student's score is 188 in "Language: Understand, Edit Mechanics," refer to the column labeled 181–190.**
2. **Read down the column to locate a sample test question for a given reporting area, such as "Language: Understand, Edit Mechanics." A student's score suggests that, currently, he or she is likely to get about half of the questions of this difficulty correct.**
3. **Now look at the questions in the column(s) to the left. The student is likely to get most of these correct, assuming he or she has been instructed in these skills and concepts.**
4. **The questions in the column(s) to the right will probably require new learning on the student's part.**

PLEASE NOTE

Test items in this booklet are sample items, and many are not calibrated or field tested. For purposes of this document, RIT scale alignment is an approximation.

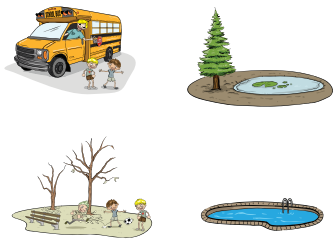
Some passages have been truncated due to space considerations.

map™ GROWTH

Literature and Informational

Students understand what they read or hear read aloud. They can make inferences, cite textual evidence, and determine central ideas, main topics, or themes. They can identify and use various text features and determine or clarify the meaning of unknown words in context.

below 131



Listen to the story.

Which picture shows where the story probably takes place?

(This is a listening comprehension item. The passage is not presented here.)

131–140

Maureen wants to learn more about taking care of dogs.

Click on the book that she should read.

141–150

Why does the bus stop in this picture?

It is raining.
A train is passing.
A bike is passing.
The people want to ride.

151–160

Listen to the story.

What does Jayna do before she eats breakfast?

(This is a listening comprehension item. The passage is not presented here.)

161–170

Wolves	6
Foxes	10
Dogs	14
Bears	20
Cats	25

Read the table of contents.

Click on the page where information about dogs can be found.

171–180

Skating is the best sport for kids.
Hockey is a team sport on skates.
In speed skating, racers try to finish first.
Figure skating is the most fun.

Read the passage.

Click on ALL the sentences that are facts.

181–190

Mr. Lee made lunch for his sons each day. Each son liked some foods best. The oldest son liked nuts and fruit. The middle son liked fruit and string cheese. The youngest son liked soup, fruit, and juice.

juice fruit soup nuts

Read the passage.

Which food did every son like?

above 191

Birds are one of the few animals that can fly, so they go places other animals cannot. Robins build their nests high up in trees. There is a good reason for this. Robin parents stay in their nests with the babies as much as possible. But they must leave to find food. Sometimes baby birds must be left alone. This would be dangerous if the nests were on the ground because other animals could get to the baby birds. But since the nests are in trees, few animals can reach them. Baby robins are safer up in the trees than on the ground.

Read the story.

What is the main idea of the passage?

Birds are one of the few animals that can fly.
Robins build their nests in trees.
Sometimes baby birds must be left alone.
Baby robins are safer up in trees than on the ground.

(Passage is not read aloud.)

Vocabulary Use and Functions

Students determine the meaning of unknown and multiple-meaning words and phrases by using context clues and analyzing word parts. They understand figurative language and word relationships. Students can use glossaries and beginning dictionaries to clarify word meanings.

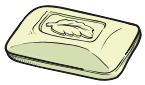
below 131

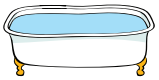



Look at the pictures.

Click on the bird.

131-140

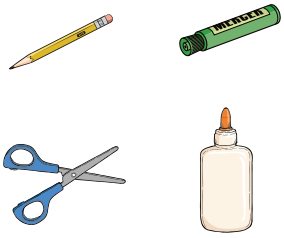





Look at the pictures.

Click on the bathtub.

141-150

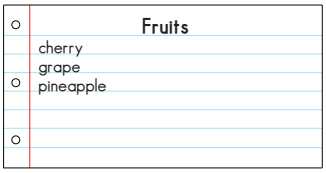


Look at the pictures.

"Ronnie took something back to the art shelf. He made sure its lid was on tight, so things would not get sticky."

Which item did Ronnie take back to the art shelf?

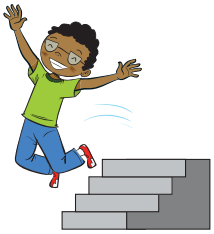
151-160



apple horse banana truck

Move ALL the words that are fruits to the paper to help the class complete the list.

161-170



The boy jumped down the stairs.

Listen to the sentence: "The boy jumped down the stairs."

Click on the word with an ending that means "in the past."

(Audio plays for the student, but text is not shown on the screen.)

171-180

"Max looked out the window on the bus ride. For just a moment, he got a glimpse of the new toy store. Very soon, the bus had passed it, and the store was out of sight again."

Which means the same as glimpse?

a quick look
a gift card
a daydream
a buzzing sound

181-190

Jamal had a good time at his friend's party.

Which word shows that Jamal had more than just a good time at the party?

quiet
awful
excellent
boring

above 191

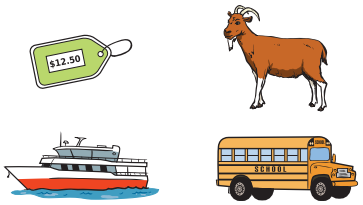
define – need
require – get
need – require
get – offer

Which pair of words means the same thing?

Foundational Skills

Students understand the organization and basic features of print. They know and apply grade-level phonics and word analysis skills in decoding words. Students demonstrate understanding of spoken words, syllables, and sounds. They can isolate, manipulate, and blend individual sounds to form words.

below 131



Listen to the names of the pictures: tag, goat, boat, bus.

Click on the two pictures that rhyme.

(Audio plays for the student, but text is not shown on the screen.)

131-140

Nn

Look at the letter: *N*.

Click on the picture that begins with the letter *N*.

Kite, dog, pie, net.

(Audio plays for the student, but text is not shown on the screen.)

141-150

Listen to the word: car.

Which picture has the same beginning sound as "car"?

Bug, cat, light, pan.

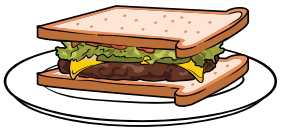
(Audio plays for the student, but text is not shown on the screen.)

151-160

The tree is tall and green.

Click on the word that has a capital letter.

161-170



ph th sh ch

Click on the letters that make the ending sound in this picture: sandwich.

(Audio plays for the student, but text is not shown on the screen.)

171-180

cuin coin coan cown

Listen to the word: coin.

Click on the word "coin."

(Audio plays for the student, but text is not shown on the screen.)

181-190

not to view to view poorly

to view again to view before

What does "preview" mean?

above 191

surprise

/

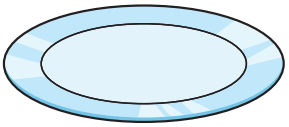
Listen to the word: surprise.

Move the slash to divide the word into its syllables.

Language and Writing

Students understand conventions of standard English capitalization, punctuation, and spelling. They know conventions of standard English grammar and usage. Students develop persuasive, informative, and narrative writing by planning, revising, editing, rewriting, and adding details.

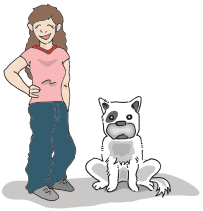
below 131



Look at the plate.

Put the apple on the plate.

131-140

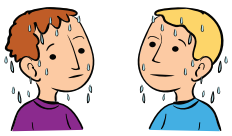


Look at the picture.

Where is the dog?

behind the girl | below the girl
next to the girl | on the girl

141-150



_____.

are boys The wet

Listen to the sentence: The boys are wet.

Move the words to the lines to write the sentence.

(Audio plays for the student, but text is not shown on the screen.)

151-160

_____ _____ _____ _____.

a gets He book

Use all the words to write a sentence about this picture.

161-170

The class pet mouse is named marilyn.

Find the mistake in the sentence.

Click on the word that should begin with a capital letter.

171-180

_____

a e g i m n u w y

Read the sentence.

"Many" is not spelled correctly. Use the letters to spell the word correctly.

(Audio plays for the student, but text is not shown on the screen.)

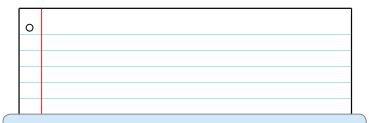
181-190

The United States flag has 50 stars.
Each star on the flag stands for one state.
My family and I live in the state of Oregon.
The United States flag has only three colors.
The colors are red, white, and blue.

Nick wrote this report about the United States flag for social studies class.

Click on the sentence that should NOT be in Nick's report for class.

above 191



When they finally got home, they made an apple pie.
Gabe was busy on Sunday afternoon.
First, his mom took him to the park.
At the grocery store, Gabe chose apples.
After the park, they went to the grocery store.

Read the sentences.

Put the sentences in the best order to make a paragraph.

Reading

MAP Growth tests produce scores that make it possible to monitor student growth from year to year along developmental curriculum scales. The chart inside shows examples of the kinds of work students can do at various points along the MAP Growth RIT scale, assuming they have been exposed to content. This type of information is helpful in supporting appropriate instruction.

Please note that each subject area has a unique alignment to the RIT scale. As a result, scores between subjects are not equivalent.

HOW TO USE THE CHARTS

1. **Find the column containing the student's score for a particular subject. For example, if the student's score is 188 in "Language: Understand, Edit Mechanics," refer to the column labeled 181–190.**
2. **Read down the column to locate a sample test question for a given reporting area, such as "Language: Understand, Edit Mechanics." A student's score suggests that, currently, he or she is likely to get about half of the questions of this difficulty correct.**
3. **Now look at the questions in the column(s) to the left. The student is likely to get most of these correct, assuming he or she has been instructed in these skills and concepts.**
4. **The questions in the column(s) to the right will probably require new learning on the student's part.**

PLEASE NOTE

Test items in this booklet are sample items, and many are not calibrated or field tested. For purposes of this document, RIT scale alignment is an approximation.

Some passages have been truncated due to space considerations.

map™ GROWTH

Word Meaning and Vocabulary Knowledge

Students can decode words and recognize and understand word relationships and structures. They can use context cues to decipher word meaning.

below 161

Read the words.

ball
doll
puzzle
top

To which group do these words belong?

1. animals
2. colors
3. places
✓ **4.** toys

161–170

Use the sentences and the glossary to answer the question.

Dinah and her sister went to the **market**. They saw many kinds of **produce**. Dinah wanted peas. Her sister wanted strawberries.

Glossary
market a place to sell food
produce fruits and vegetables

What is another kind of produce?

1. cookies
✓ **2.** apples
3. money
4. trees

171–180

Read the sentences.

Jackie couldn't believe how much fun she had on the field trip. She kept replaying the day's events in her mind on the bus ride back to school.

In the word "replaying," what does the prefix re- mean?

1. not
2. two
✓ **3.** again
4. after

181–190

Read the paragraph and dictionary entries.

Mrs. Franz had just given her students a piece of clay the size of her hand. She told them to create something. *(passage continues)*

scuba (**skoo**-buh) *n.* equipment used to breathe under water
scullery (**skuhl**-er-ee) *n.* a small room near the kitchen
sculpture (**skuhlp**-chur) *n.* an object created by carving or molding
scum (**skuhm**) *n.* a covering on the surface of a liquid

Based on the information in the paragraph, what is the meaning of the word sculpture?

1. slimy film
2. large pantry
✓ **3.** piece of art
4. swimming gear

191–200

Read the sentences.

Lightning struck the _____ of the lilac tree.
Please put the _____ of old costumes in the attic.

Which word will fit in both spaces?

✓ **1.** trunk
2. branch
3. limb
4. root

201–210

Which set of words all have the same root word?

1. extra, relax, index
2. contain, restrain, plain
3. here, everywhere, there
✓ **4.** knowledge, unknown, knowing

211–220

Read the sentence.

Although the storm outside was ferocious, Nate left the comfort of the cabin and trudged toward home.

Which word best matches the connotative meaning of "ferocious" as it is used in the sentence?

1. barbaric
2. inhuman
✓ **3.** intense
4. untamed

221–230

Read the sentence and dictionary entry.

The lives saved when the volcano exploded vindicated the expensive early warning system.

vindicate (**vin**-di-keyt) *v.*
1. to clear from an accusation
2. to justify by evidence or argument
3. to defend against opposition
4. to claim for oneself or another

Which definition of vindicate is used in the sentence above?

1. definition 1
✓ **2.** definition 2
3. definition 3
4. definition 4

above 230

Based on your knowledge of Latin roots, what is the meaning of "ambidextrous"?

1. lives on land and in water
2. walks quickly
3. before the flood
✓ **4.** can use both hands equally

Literature: Understand and Integrate Key Ideas and Details

Students can read and comprehend literature, make inferences and predictions, and draw conclusions. They can determine key ideas, analyze the development of themes and ideas, and summarize.

below 161

Read the story.

Mother was ready. She had streamers and balloons. She baked a cake. She invited Sandy's friends. She asked them not to tell Sandy. Sandy will come home from school. Her friends will shout when she turns on the lights!

What is Sandy's mother planning?

1. Sandy's first day at school
2. a picnic in the backyard
3. ✓ **3.** Sandy's surprise party
4. a trip to the bakery

161–170

Read the passage.

I can't wait for winter vacation to start! Every day feels like a holiday! I love to have snowball fights with my friends and make snowmen in the yard. *(passage continues)*

Which word best describes how the author feels about winter vacation?

1. calm
2. ✓ **2.** excited
3. nervous
4. tired

171–180

Read the paragraph.

Gordon loves to visit his aunt and uncle in Vermont. He goes up every summer to visit them. They live on a houseboat on the lake. *(passage continues)*

What does Gordon like to do best?

1. swim in the lake
2. fish for perch and trout
3. read books on the boat deck
4. ✓ **4.** steer the boat around the lake

181–190

Read the passage.

The wind whipped the tops of the trees so they looked like they were dancing. Clouds raced across the sky. Leaves and bits of paper swirled around. *(passage continues)*

Which sentence best tells what the story is about?

1. They are having fun in the snow.
2. They are cleaning up after a big storm.
3. There is a double rainbow in the sky.
4. ✓ **4.** A big rainstorm is about to start.

191–200

Read the passage.

Molly stared out the bus window with blank eyes. Next to her, a woman pulled herself up. She got off at the next stop. Molly looked over and saw that she had left something on the seat. *(passage continues)*

What was Molly's first reaction when she picked up the wallet?

1. ✓ **1.** to turn it in to the bus driver
2. to look at the pictures
3. to call after the woman
4. to take the money

201–210

Read the story.

The lights went out, and people at the costume ball stopped dancing. They spoke in whispers. Then a guest dressed as a lion tamer cried aloud, "Watch out!" Polly screamed. *(passage continues)*

Who is most likely the thief in this story?

1. the lion tamer
2. Polly
3. Detective Cutler
4. ✓ **4.** the pirate

211–220

Read the passage.

He lived on the bank of a mighty river, broad and deep, which was always silently rolling on to a vast undiscovered ocean. It had rolled on, ever since the world began. It had changed its course sometimes, and turned into new channels, leaving its old ways dry and barren. *(passage continues)*

(from "Nobody's Story" by Charles Dickens)

What is the main point in this passage?

1. The river supported life on its banks.
2. It is hard to swim against the tide.
3. ✓ **3.** The flow of the river to the ocean is unchanging.
4. Earth will continue to circle around the sun.

221–230

Read the passage.

Bernadou clung to his home with a dogged devotion. He would not go from it to fight unless compelled, but for it he would have fought like a lion. *(passage continues)*

(from "A Leaf in the Storm" by Louise De La Ramee)

Based on the passage, which statement about Bernadou is most likely true?

1. Bernadou had traveled to the capital of his country many times.
2. Bernadou was a drifter, never spending much time in any one place.
3. ✓ **3.** Bernadou would fight with loyalty and fierceness for any good cause.
4. Bernadou felt a strong connection to his hometown, but not his country.

above 230

Read the passage.

Elizabeth Bennet had been obliged, by the scarcity of gentlemen, to sit down for two dances; and during part of that time, Mr. Darcy had been standing near. *(passage continues)*

(from Pride and Prejudice by Jane Austen)

How is Elizabeth Bennet influenced by the dialogue between Mr. Darcy and Mr. Bingley?

1. Because Elizabeth overhears Mr. Darcy's insulting comments, she insists on sitting alone rather than dance with him.
2. Elizabeth discovers that Mr. Darcy's refusal to dance is due to his shy nature and forgives his behavior.
3. ✓ **3.** Despite believing that Mr. Darcy is impolite and self-important, Elizabeth maintains an upbeat attitude.
4. Elizabeth develops a new, playful sense of humor around Mr. Darcy to draw him out of his foul mood.

Literature: Understand and Interpret Craft and Structure

Students can analyze the structure of literary texts and evaluate the author's craft and purpose. They can interpret figurative language and analyze literary devices.

below 161

Read the story.

Maria ate a big bowl of cereal. After breakfast, Maria put her book in her backpack. *(passage continues)*

What did Maria do first?

✓ **1.** eat her breakfast
2. put her book in her backpack
3. put on her coat
4. walk to the bus stop

161–170

Read the poem.

The Movie

The movie theater
is cool and dark.
I can't wait
for the movie to start. *(poem continues)*

Which word tells how the theater sounds?

1. cool
2. dark
3. soft
✓ **4.** loud

171–180

Read the passage.

Dave and Mike had a great time sledding. They pulled their sleds up the big hill and went down face-first. *(passage continues)*

What did Mike and Dave do right after playing outside?

1. They pulled their sleds up the big hill.
2. They raced down the hill.
✓ **3.** They had grilled cheese and soup.
4. They fell asleep on the couch.

181–190

Read the sentences.

Scott opened his eyes and looked at the clock. He pulled the blankets over his head to keep the sun out. He yawned and closed his eyes. He just wanted to go back to sleep.

What does the author want you to think about Scott?

1. He is lazy.
✓ **2.** He is tired.
3. He is hungry.
4. He is scared.

191–200

Read the passage.

Laura's teacher asked to see her science project. "But Mrs. Thompson, I forgot it was due today!" Laura said. Then she asked if she could call her mom. "Mom, can you bring my science project to school? It's due today!" She listened to her mother for a moment. *(passage continues)*

How do readers learn about Laura?

1. from what other characters say
✓ **2.** from what she says to others
3. from what she looks like
4. from descriptions of her feelings

201–210

Read the passage.

The clouds lifted, and the pilot sighted the tower of the Jefferson City airport. He had already radioed ahead that he was arriving. *(passage continues)*

What is the best title for this passage?

1. Jefferson City Airport
2. One Cloudy Night
✓ **3.** A Safe Landing
4. A Pilot's Life

211–220

Read the passage.

Many years ago, a young man named Takoda decided to go on foot to Dark Mountain, a three-day journey from his village. Two days into his journey, he paused for nourishment in a narrow valley. *(passage continues)*

How does the setting contribute to Takoda's main problem in the story?

1. He is unable to see clearly through dust from the valley floor.
2. He is unable to find shelter on the valley floor from threatening weather.
3. The valley does not provide him with the nourishment he needs for his journey.
✓ **4.** The valley does not provide him with an easy way to avoid the buffalo stampede.

221–230

Read the poem.

It sifts from leaden sieves,
It powders all the wood,
It fills with alabaster wool
The wrinkles of the road. *(poem continues)*

("The Snow" by Emily Dickinson)

How does the use of alliteration in line 13 build meaning in the poem?

1. It highlights the eeriness of the snow's frosty appearance.
2. It emphasizes the images of destruction caused by the snow.
✓ **3.** It accentuates the completeness of the snow's coverage, layer by layer.
4. It contrasts the quietness of the fallen snow with the sounds of harvest.

above 230

Read the poem.

Hope is the thing with feathers
That perches in the soul,
And sings the tune without the words,
And never stops at all, *(poem continues)*

("Hope" by Emily Dickinson)

Which statement best expresses the meaning of the extended metaphor that compares hope to a bird throughout the poem?

✓ **1.** Hope is a constant presence and gives people comfort.
2. Hope flies away like a bird during storms and difficult times.
3. Hope is demanding, like a bird that constantly needs to be cared for.
4. Hope tries to sing songs that are uplifting, but forgets the words to them.

Informational Texts: Understand and Integrate Key Ideas and Details

Students can read and comprehend literary texts, making inferences and predictions, drawing conclusions, and citing textual support. They can determine central ideas, analyze the development of arguments, and summarize.

below 161

Read the passage.

Many kinds of dogs live in the world. Some have been around for a long time. *(passage continues)*

What do Mudis like?

1. other dogs
2. ✓ **2.** having work to do
3. living in the city
4. sleeping all day

161–170

Read the directions.

Making mud pies is fun. Find some nice sticky mud. Shape it into little pies. Set the pies in the warm sun to dry.

What type of weather is needed to make mud pies?

1. ✓ **1.** a sunny day
2. a rainy day
3. a snowy day
4. a cloudy day

171–180

Read the paragraph.

A hen lays about one egg a day. A chick takes three weeks to be born from an egg. *(passage continues)*

When do chicks start peeping?

1. after one week
2. after two weeks
3. ✓ **3.** after three weeks
4. after four weeks

181–190

Read the passages.

Passage 1

Cotton is a type of plant. The cotton plant grows from seeds. Then the plants grow flowers. After the flowers fall off, green pods, or bolls, are left. The bolls dry out in the sun. They burst open. White fluffy cotton pops out.

Passage 2

Cotton is a soft cloth that comes from a plant. White bolls of cotton are washed and stretched into long strings. The strings are twisted together to make a thread. *(passage continues)*

What is the main idea of both paragraphs?

1. plants
2. clothes
3. ✓ **3.** cotton
4. flowers

191–200

Read the paragraph.

Weasels are hunters. They prey on mice, rats, insects, and birds. They will attack larger animals too, such as rabbits and chickens. *(passage continues)*

What does the weasel do when it gets more food than it needs?

1. It eats until it is sick.
2. It shares the food with others.
3. ✓ **3.** It stores the food for later.
4. It lets the food go to waste.

201–210

Read the paragraph.

Platinum is a silver-white metal that is even more valuable than gold. It will not corrode or tarnish as many metals do when exposed to air. It can be used as a catalyst* in processes that change harmful pollutants into nonpollutants. *(passage continues)*

*Catalyst: a substance that can speed up or bring about a chemical reaction without being affected itself

According to the passage, why is platinum valued by jewelers?

1. It can be used as a catalyst.
2. ✓ **2.** It is good for gem settings.
3. It is rarer than gold.
4. It is produced in many countries.

211–220

Read the passage.

More Than a Writer

Many people today use bifocals, eyeglasses that aid people's vision for objects both near and far away. Some people use cast-iron wood-burning stoves to heat their homes. *(passage continues)*

Which aspect of the passage best supports the idea that Franklin was a creative visionary?

1. the danger associated with Franklin's famous kite-flying experiment
2. ✓ **2.** the example of the wide range of inventions that Franklin developed
3. the mention of Franklin's role in writing the Declaration of Independence
4. the similarities between today's bifocals and the bifocals that Franklin invented

221–230

Read the passage.

We observe today not a victory of party but a celebration of freedom—symbolizing an end as well as a beginning—signifying renewal as well as change. For I have sworn before you and Almighty God the same solemn oath our forbears prescribed nearly a century and three-quarters ago. *(passage continues)*

("Inaugural Address" by John F. Kennedy)

Which statement best describes the main idea of this passage?

1. The past generations have secured freedom for the future.
2. ✓ **2.** The responsibilities of freedom rest with the individual.
3. Global alliances are the key to freedom for all people.
4. Well-equipped armies will fight to defend freedom.

above 230

Read the passage.

The efficiency of a book is like that of a man, in one important respect: its attitude toward its subject is the first source of its power. A book may be full of good ideas well expressed, but if its writer views his subject from the wrong angle even his excellent advice may prove to be ineffective. *(passage continues)*

(from The Art of Public Speaking by J. Berg Esenwein)

Which conclusion about becoming an effective speaker can be drawn from the passage?

1. Effective speaking is the result of study followed by earnest practice.
2. Effective speaking requires training in and adherence to a specific set of rules.
3. ✓ **3.** Effective speaking requires self-discipline and personal conviction about the topic.
4. Effective speaking is the result of practicing the speeches and styles of noted speakers.

Informational Texts: Understand and Interpret Craft and Structure

Students can analyze the structure of texts and evaluate a text for bias and for the quality of claims and evidence. Students can evaluate the author's craft, determining author's point of view and purpose.

below 161

Read the chart.

Favorite Sports			
Baseball	**Basketball**	**Soccer**	**Swimming**
Neha Max Jessica	Samuel	Javier Sarah Brandon Codey	Addison Julia

Which sport do the most children like?

1. baseball
2. basketball
3. ✓ **3.** soccer
4. swimming

161–170

Read the chart.

Music	Piano	Drum	Bass	Guitar
Jazz	X	X	X	
Pop	X	X		X
Rock		X	X	X
Country		X	X	X

What types of music have the most in common?

1. country and jazz
2. ✓ **2.** country and rock
3. jazz and pop
4. pop and rock

171–180

Read the passage.

The best place to go on vacation is Florida. There are beautiful beaches, luxury hotels, good restaurants, and interesting shops. *(passage continues)*

What is the author's opinion of Florida?

1. The weather is too hot.
2. Florida has no variety.
3. Only boaters will enjoy Florida.
4. ✓ **4.** Florida is a great place to visit.

181–190

Read the passage.

(1)One of the most famous bad guys in history was Robin Hood. (2)People think he lived in England, and hid in the forest with his friends. *(passage continues)*

In which sentence does the writer state how he feels about Robin Hood?

1. Sentence 2
2. Sentence 3
3. Sentence 4
4. ✓ **4.** Sentence 5

191–200

Read the passage.

There are many differences between the ancient Olympics and the Olympics of today. In ancient times, the games were held only during the summer, but today there are summer and winter Olympic Games. *(passage continues)*

Which organization structure is used in this passage?

1. sequence of events
2. order of importance
3. cause and effect
4. ✓ **4.** compare and contrast

201–210

Read the paragraphs.

Review 1

Happy Birthday, Maudie is a delightful movie. The characters are believable, and the plot is a tender love story. *(passage continues)*

Review 2

Don't bother to see Happy Birthday, Maudie. It's a sappy movie about a girl who lets everyone push her around. *(passage continues)*

Based on the descriptions in the two reviews, on which topic are the two reviewers most likely to agree?

1. the main character's personality
2. the quality of the plot
3. ✓ **3.** the details of the setting
4. the overall quality of the movie

211–220

Read the passage.

A Unique Creature: The Thorny Devil

The thorny devil is a very interesting and unusual creature. From its name, one might guess that it is large and scary. *(passage continues)*

Which explanation is the most likely reason the author includes a chapter heading in this passage?

1. to present information about key vocabulary terms
2. to supply reasons why this is an interesting subject
3. to explain background information about the subject
4. ✓ **4.** to provide an idea of what the selection will be about

221–230

Read the report excerpt.

Changes in climate have also been manifested in altered precipitation patterns. Over the last century, the amount of precipitation has increased significantly across eastern parts of North America. *(passage continues)*

(from "Adaptation Options for Climate-Sensitive Ecosystems and Resources" by the U.S. Environmental Protection Agency)

Which feature of this text most assures the validity of the information?

1. ✓ **1.** the use of citations
2. the vocabulary
3. the use of percents
4. the author's tone

above 230

Read the passage written by a company that organizes scientific research into a database.

Our Mission: Our database of more than 3,000 articles of documented investigations is an easy-to-use tool for scientific research. Users may look for a general topic or narrow their search through the use of three topic code parameters. *(passage continues)*

Topic Code Parameters	Description
Social Context	*Who conducted the research? Where was it conducted?*
Method	*How was the research conducted? What procedures were used?*
Findings	*What was observed? What results were achieved?*

How does the chart complement the text?

1. It summarizes the text.
2. ✓ **2.** It provides detail not in the text.
3. It serves to contrast information in the text.
4. It provides transition between the two parts of the text.

Measuring What Matters™

nwea
Measuring What Matters™

NWEA™ is a not-for-profit organization that supports students and educators worldwide by providing assessment solutions, insightful reports, professional learning offerings, and research services. Visit NWEA.org to find out how NWEA can partner with you to help all kids learn.

June 2017 | KAP977 | MAPXX_MKTG10070G