



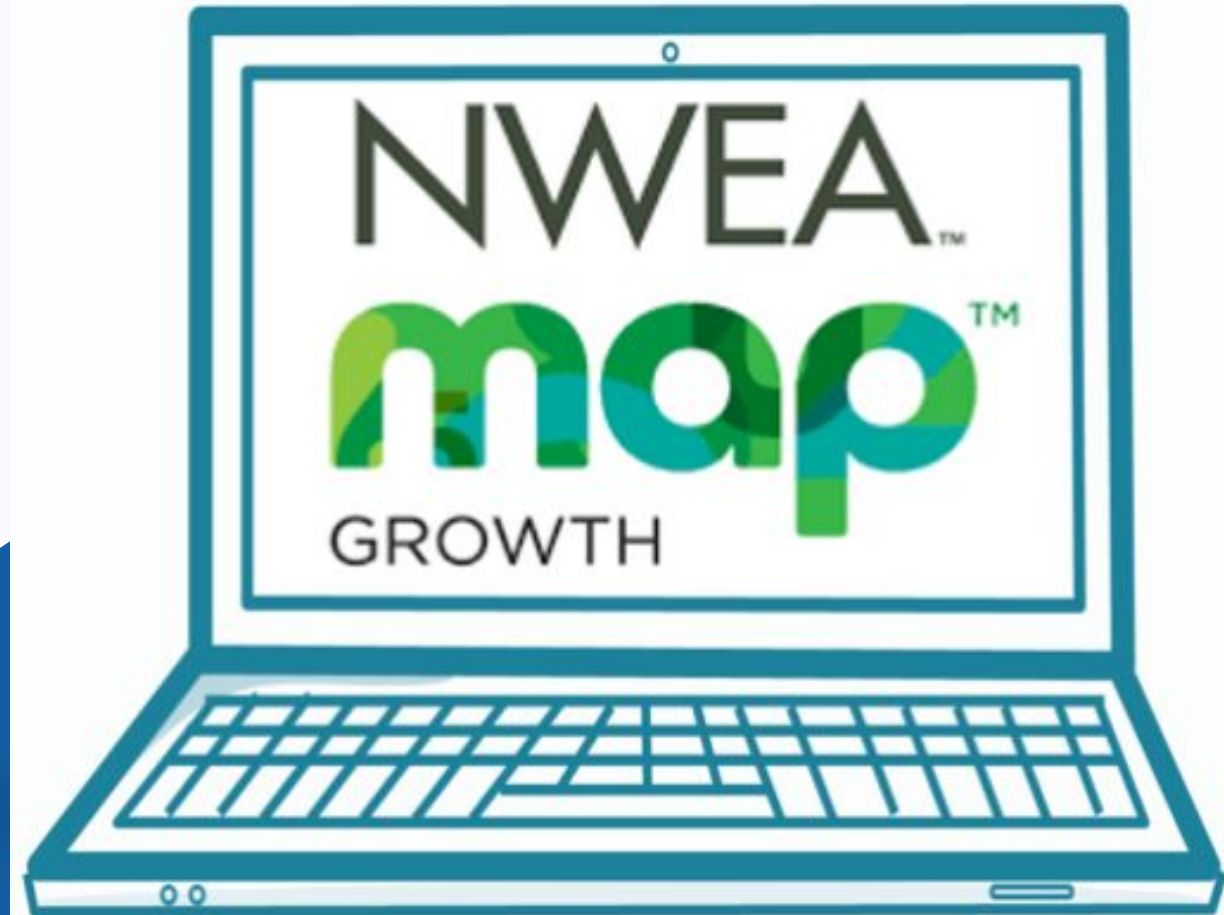
Suffern Central
School District

Educating for Personal Excellence

NWEA MAP Growth Assessment for Parents of Elementary Students

Presented By: Darlene Boysa

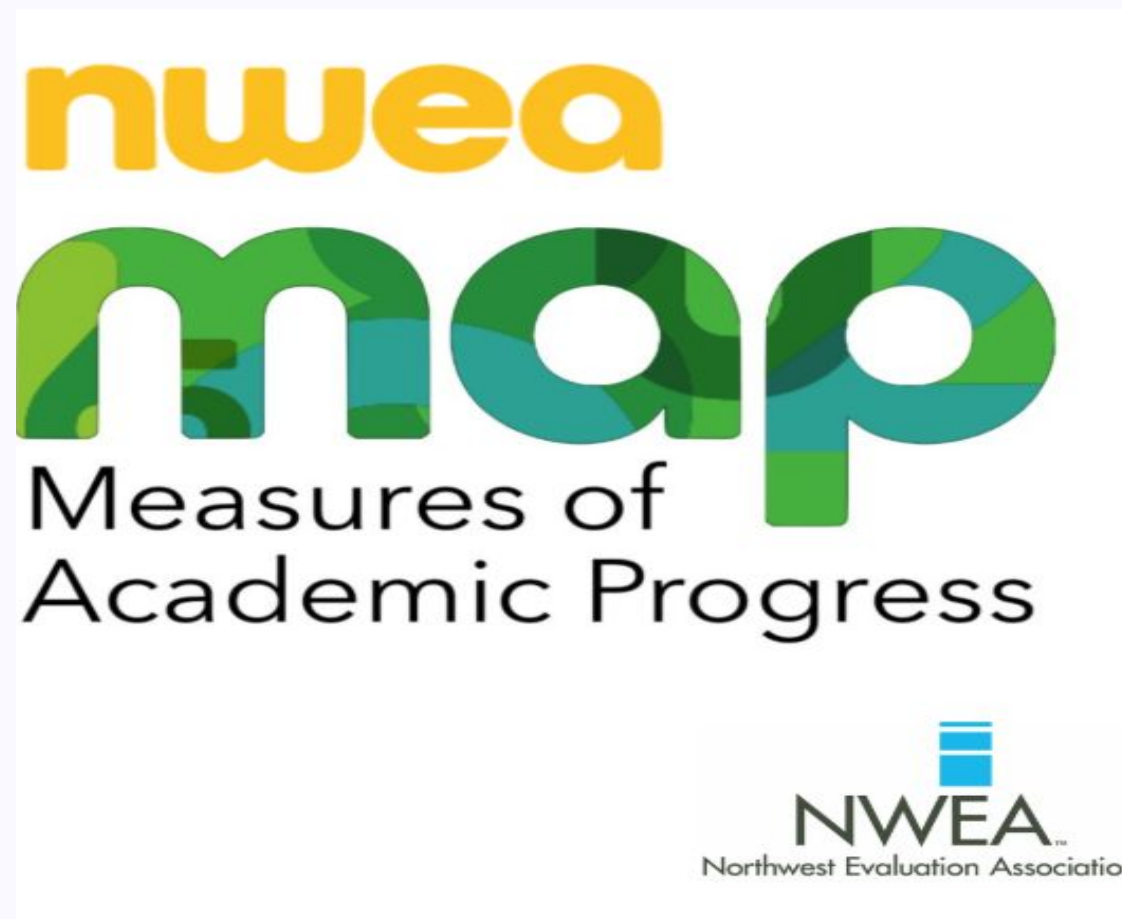
Suffern Central School District





The Suffern Central School District is committed to educating the whole child and uses **multiple data points** to assess student progress and guide instructional planning to meet the needs of all learners. During this workshop, we'll focus on one important tool we use—the **NWEA MAP assessment**. Our goal is to help you better understand your child's results and how this data informs the instruction they receive.

What is NWEA?



Computer-based Assessment

Adaptive test that adjusts to student responses, providing a personalized assessment experience.



Untimed Evaluation

Students can work at their own pace without time pressure.



Growth Measurement

Tracks student progress over time, the district has elected to administer this assessment on a three times per yearly cycle.



Standards Aligned

Content is aligned to the NYS Next Generation Learning Standards.

What NWEA is NOT

Not an IQ Test

NWEA does not measure intelligence or cognitive ability.





Not a Summative Test

It's not designed to evaluate what students have learned at the end of instruction. It measures what they know, regardless of their grade level.

Not a Standardized Test

Unlike a standardized test, MAP Growth is administered periodically during the school year. Instead of asking all students the same questions, it adjusts to each child's performance—giving a more accurate measure of what they know.

Research Behind NWEA

- **Founded in 1970s**
Established by education researchers focused on measuring student growth.
- **Extensive Research Database**
12 years of data, 4.5 billion test items, 8 million students across 50 states.
- **Academic Partnerships**
Collaborations with Vanderbilt, Brown, and Fordham Universities.
- **Non-profit Organization**
Focused on improving education rather than generating profit.



Assessment Timeline



Tests are administered on iPads or Chromebooks. Each assessment takes about 50 minutes on average. The MAP Growth tests include multiple choice, drag-and-drop, and other types of questions. Teachers can access results within 48 hours.

Students with IEPs have tests read for math, but not for reading because this is a diagnostic assessment.

Benefits of NWEA



Focus on Growth

Measures progress rather than just achievement level.



Individualized

Adaptive assessment with no ceiling, allowing all students to show what they know.



Actionable Data

Provides timely feedback on student strengths and needs.

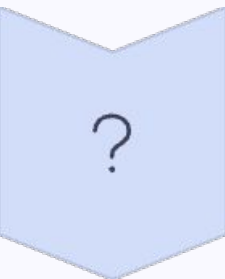


Longitudinal

Consistent, reliable data tracking student progress over years.

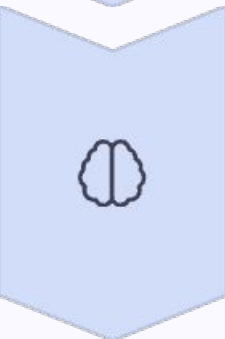


How is it Adaptive?



Student Answers Question

The assessment begins with grade-level questions.



System Analyzes Response

The program evaluates if the answer was correct or incorrect.



Difficulty Adjusts

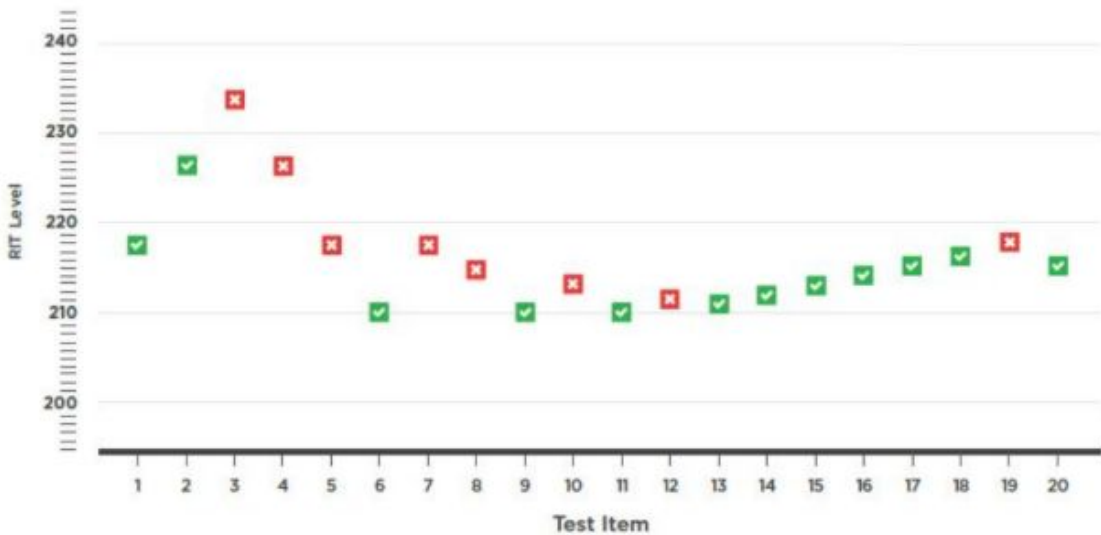
Questions become harder after correct answers, easier after incorrect ones.



Finds Student's Level

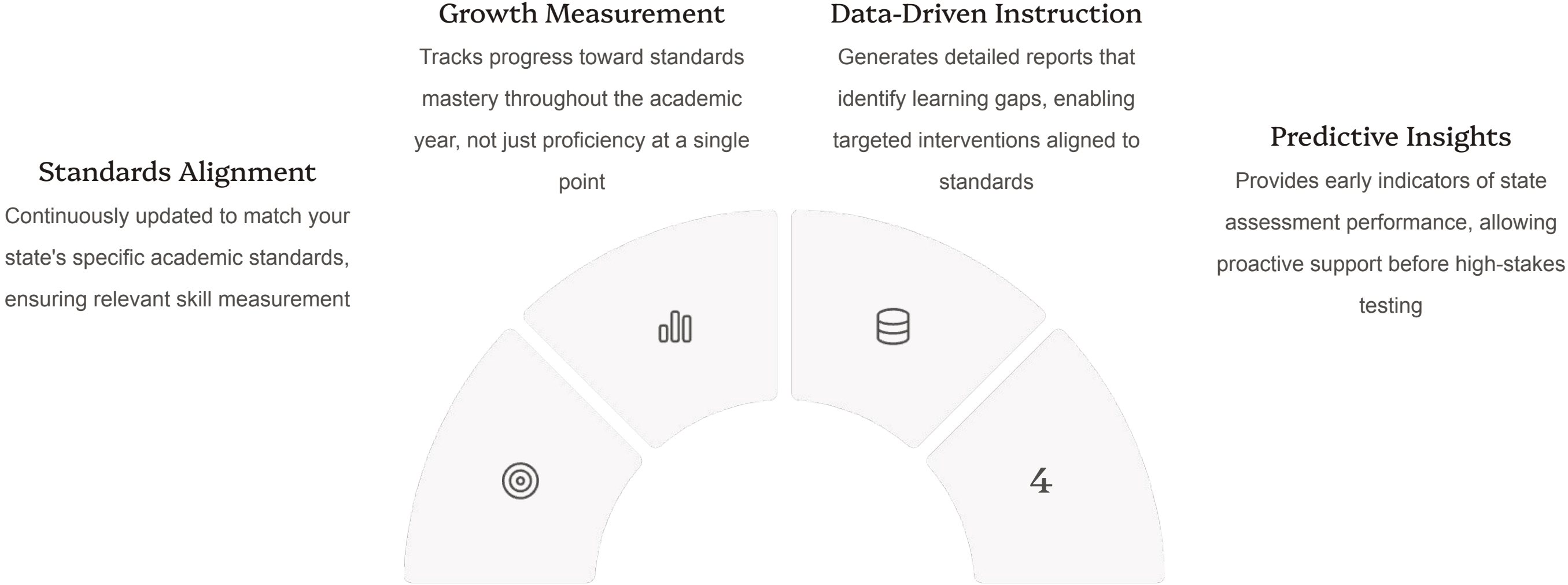
The process continues until the system pinpoints the student's achievement level.

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.

How NWEA Supports the Next Generation Learning Standards



What Areas Does It Assess?

K-2 Reading Test Given K-1

- Foundational Skills
- Literature & Informational Text
- Vocabulary Use & Functions

[K-2 Reading Topics Breakdown](#)

K-2 Math Test Given K-2

- Operations & Algebra
- Measurement & Data
- Numbers & Operations
- Geometry

[K-2 Math Topics Breakdown](#)

Grade 2-5 Reading Test Given Gr. 2-5

- Understanding Key Ideas, Details, & Connections
- Understanding Language, Craft, & Structure
- Vocabulary Acquisition & Use

[Gr. 2-5 Reading Topics Breakdown](#)

Grade 2-5 Math Test Given Gr. 3-5

- Operations & Algebraic Thinking
- Measurement & Data
- Number & Operations
- Geometry

[Gr. 2-5 Math Topics Breakdown](#)

Different Results Provided



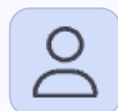
Sub-skill Breakdown

Detailed analysis of performance in specific skill areas.



Cumulative Growth

Shows progress over time across multiple test administrations.



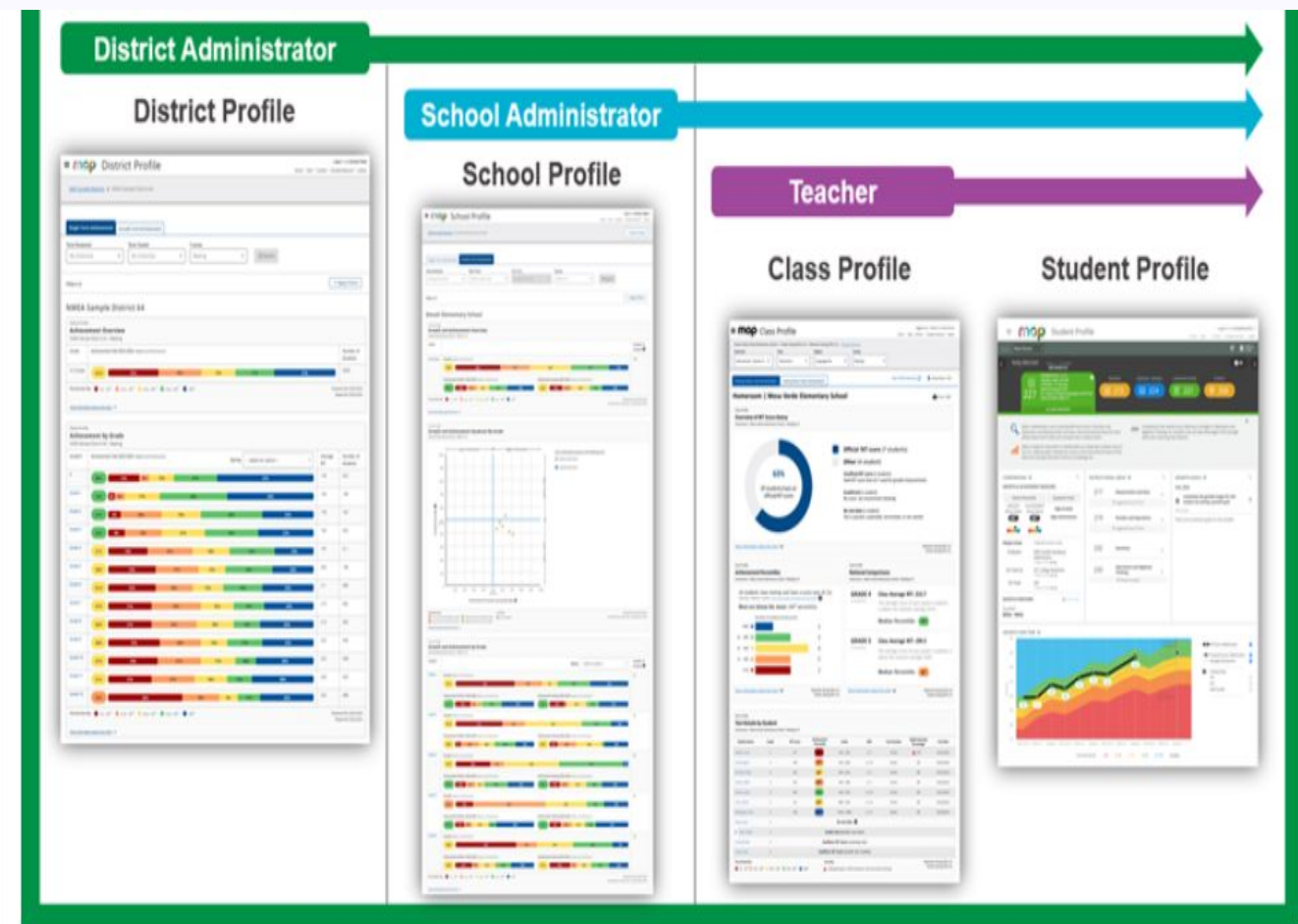
Comparative Data

Compares to district averages, national norms, and similar schools.

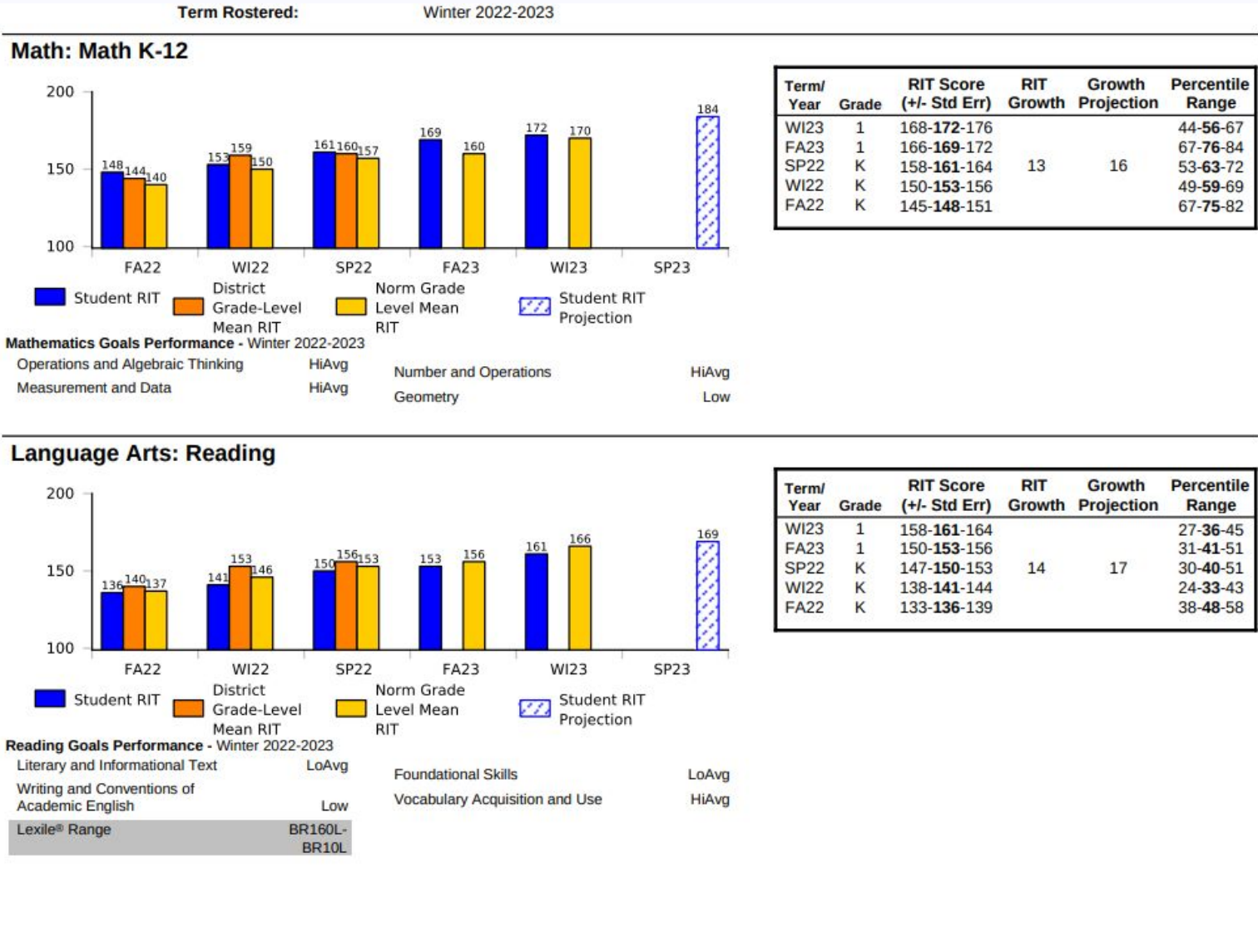


Individual Progress

Tracks each student's unique learning journey.



Student Progress Report



Grade-level norms

- Compares student performance to peers in the same grade nationally.
- Measured by RIT and Percentile

Percentile Ranking Color Key

← 20	21-40	41-60	61-80	81 →
Low	Low Average	Average	High Average	High
Lo	LowAvg	Avg	HiAvg	Hi

NWEA Student Achievement Percentiles

Kindergarten through 8th Grade

The tables below provide percentile ranks for student performance. In each set of tables, there is one table for each combination of content area (mathematics and reading) and term (fall, winter, spring). The achievement percentiles on student reports are more precise and factor in the number of instructional weeks before a test administration. The charts below are based on NWEA's default number of weeks of instruction which may be different from Noblesville School's test windows and calendar.

Fall

READING					
Grade	Lo %ile < 21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80
K	108 - 126	127 - 134	135 - 140	141 - 147	148 - 165
1	126 - 145	146 - 153	154 - 159	160 - 167	168 - 185
2	137 - 160	161 - 168	169 - 176	177 - 185	186 - 208
3	148 - 173	174 - 182	183 - 191	192 - 201	202 - 225
4	158 - 183	184 - 192	193 - 201	202 - 211	212 - 236
5	166 - 191	192 - 200	201 - 209	210 - 218	219 - 243
6	172 - 196	197 - 206	207 - 214	215 - 224	225 - 248
7	176 - 200	201 - 210	211 - 218	219 - 228	229 - 253
8	178 - 204	205 - 214	215 - 222	223 - 232	233 - 258

MATH					
Grade	Lo %ile < 21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80
K	111 - 129	130 - 136	137 - 143	144 - 150	151 - 169
1	131 - 150	151 - 157	158 - 163	164 - 171	172 - 189
2	145 - 164	165 - 172	173 - 178	179 - 186	187 - 205
3	157 - 177	178 - 185	186 - 192	193 - 200	201 - 220
4	166 - 187	188 - 196	197 - 203	204 - 212	213 - 233
5	174 - 196	197 - 205	206 - 213	214 - 222	223 - 244
6	177 - 201	202 - 211	212 - 219	220 - 228	229 - 252
7	180 - 206	207 - 216	217 - 225	226 - 235	236 - 261
8	181 - 209	210 - 220	221 - 230	231 - 241	242 - 269

Winter

READING					
Grade	Lo %ile < 21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80
K	119 - 136	137 - 143	144 - 149	150 - 156	157 - 174
1	135 - 155	156 - 163	164 - 169	170 - 177	178 - 197
2	146 - 169	170 - 177	178 - 185	186 - 194	195 - 216
3	156 - 180	181 - 190	191 - 198	199 - 207	208 - 231
4	165 - 189	190 - 198	199 - 207	208 - 216	217 - 240
5	172 - 196	197 - 205	206 - 213	214 - 222	223 - 246
6	177 - 200	201 - 210	211 - 218	219 - 227	228 - 251
7	179 - 203	204 - 213	214 - 221	222 - 231	232 - 255
8	182 - 206	207 - 216	217 - 225	226 - 235	236 - 259

MATH					
Grade	Lo %ile < 21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80
K	122 - 140	141 - 147	148 - 153	154 - 160	161 - 178
1	141 - 160	161 - 167	168 - 173	174 - 181	182 - 199
2	154 - 173	174 - 181	182 - 187	188 - 195	196 - 214
3	165 - 185	186 - 193	194 - 200	201 - 208	209 - 228
4	171 - 194	195 - 202	203 - 210	211 - 219	220 - 241
5	178 - 201	202 - 211	212 - 219	220 - 228	229 - 252
6	181 - 205	206 - 215	216 - 224	225 - 234	235 - 258
7	182 - 209	210 - 219	220 - 229	230 - 239	240 - 266
8	183 - 212	213 - 223	224 - 233	234 - 244	245 - 273

Spring

READING					
Grade	Lo %ile < 21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80
K	125 - 143	144 - 150	151 - 156	157 - 163	164 - 181
1	138 - 159	160 - 168	169 - 175	176 - 183	184 - 204
2	150 - 173	174 - 182	183 - 189	190 - 199	200 - 222
3	159 - 183	184 - 193	194 - 201	202 - 211	212 - 235
4	167 - 191	192 - 201	202 - 209	210 - 219	220 - 243
5	174 - 198	199 - 207	208 - 215	216 - 224	225 - 248
6	178 - 202	203 - 211	212 - 219	220 - 229	230 - 253
7	180 - 205	206 - 214	215 - 223	224 - 232	233 - 256
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MATH					
Grade	Lo %ile < 21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80
K	129 - 147	148 - 154	155 - 160	161 - 167	168 - 185
1	146 - 165	166 - 173	174 - 180	181 - 187	188 - 207
2	158 - 178	179 - 186	187 - 193	194 - 201	202 - 221
3	168 - 189	190 - 198	199 - 205	206 - 213	214 - 234
4	174 - 197	198 - 207	208 - 214	215 - 224	225 - 247
5	180 - 205	206 - 215	216 - 223	224 - 233	234 - 258
6	182 - 208	209 - 218	219 - 227	228 - 238	239 - 264
7	183 - 211	212 - 222	223 - 231	232 - 242	243 - 270
8	184 - 214	215 - 225	226 - 235	236 - 247	248 - 277

Reading and Math Score Ranges

Achievement Level	Percentile Range	Description
Hi	Above 80th	Significantly above grade level
HiAvg	61st-80th	Above average performance
Avg	41st-60th	Grade level performance
LoAvg	21st-40th	Approaching grade level
Lo	Below 21st	Needs significant support



Understanding RIT Scores

100-350

RIT Scale Range

The full measurement scale used by MAP assessments.

10-15

Typical Annual Growth

Points a student might gain in on school year.

3-5

Standard Error

Points of potential variation in a student's true score.

RIT (Rasch unIT scale) (100-350) measures student achievement independent of grade level. The scores create an equal-interval scale, meaning a 10-point increase represents the same amount of growth regardless of where it occurs on the scale.

NWEA Student Achievement Percentiles

Kindergarten through 8th Grade

The tables below provide percentile ranks for student performance. In each set of tables, there is one table for each combination of content area (mathematics and reading) and term (fall, winter, spring). The achievement percentiles on student reports are more precise and factor in the number of instructional weeks before a test administration. The charts below are based on NWEA's default number of weeks of instruction which may be different from Noblesville School's test windows and calendar.

Fall

READING						MATH					
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3	148 - 173	174 - 182	183 - 191	192 - 201	202 - 225	3	157 - 177	178 - 185	186 - 192	193 - 200	201 - 220
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Winter

READING						MATH					
Grade	Lo %ile < 21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80	Grade	Lo %ile < 21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80
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1	135 - 155	156 - 163	164 - 169	170 - 177	178 - 197	1	141 - 160	161 - 167	168 - 173	174 - 181	182 - 199
2	146 - 169	170 - 177	178 - 185	186 - 194	195 - 216	2	154 - 173	174 - 181	182 - 187	188 - 195	196 - 214
3	156 - 180	181 - 190	191 - 198	199 - 207	208 - 231	3	165 - 185	186 - 193	194 - 200	201 - 208	209 - 228
4	165 - 189	190 - 198	199 - 207	208 - 216	217 - 240	4	171 - 194	195 - 202	203 - 210	211 - 219	220 - 241
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Spring

READING						MATH					
Grade	Lo %ile < 21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80	Grade	Lo %ile < 21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80
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1	138 - 159	160 - 168	169 - 175	176 - 183	184 - 204	1	146 - 165	166 - 173	174 - 180	181 - 187	188 - 207
2	150 - 173	174 - 182	183 - 189	190 - 199	200 - 222	2	158 - 178	179 - 186	187 - 193	194 - 201	202 - 221
3	159 - 183	184 - 193	194 - 201	202 - 211	212 - 235	3	168 - 189	190 - 198	199 - 205	206 - 213	214 - 234
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Updated July 2020

What is this report? A summary of how your child is performing academically, as measured by the most recent MAP Growth test.

What is MAP Growth? A test that adapts to your child's responses in real time to measure your child's skill level.

Why is my child taking MAP Growth? MAP Growth scores help teachers check student performance by measuring Achievement and Growth. Teachers use results to tailor classroom lessons and to set goals for students.

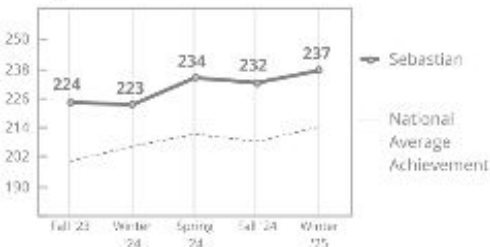
What do Achievement and Growth mean?
Achievement—How well your child has learned skills in a subject compared to similar students nationwide.*
Growth—A measure of your child's personal progress over the year.

What is a RIT score? The overall score for a subject based on a Rasch unit (RIT) scale that indicates how your child performed in a subject.

*Similar students — kids with same starting RIT score, same number of weeks of instruction, and in the same grade

Mathematics

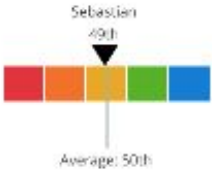
High Achievement 93rd Percentile



Sebastian's overall score (RIT score) was a 237 on a range of 100-350. Your child was in the 93rd percentile of 5th graders in the winter of 2025, which means they scored better than 93% of their peers.

Average Growth 49th Percentile

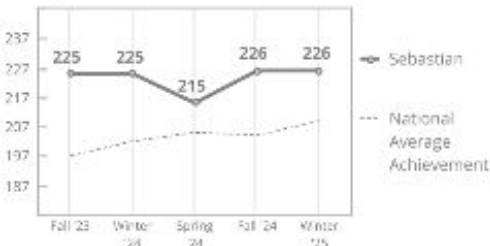
Your child's growth from Fall 2024 to Winter 2025 is in the 49th percentile, which means they made more progress than 49% of their peers.



- Sebastian is likely to be:
- NYS Level 4 on the New York State Testing Program (if taken in Spring 2025)
 - On Track 24 on the ACT College Readiness (if taken in Spring 2025)
 - On Track on the SAT (if taken in Spring 2025)

Reading

High Achievement 86th Percentile



Sebastian's overall score (RIT score) was a 226 on a range of 100-320. Your child was in the 86th percentile of 5th graders in the winter of 2025, which means they scored better than 86% of their peers.

Low Average Growth 31st Percentile

Your child's growth from Fall 2024 to Winter 2025 is in the 31st percentile, which means they made more progress than 31% of their peers.



- Sebastian is likely to be:
- NYS Level 4 on the New York State Testing Program (if taken in Spring 2025)
 - On Track 24 on the ACT College Readiness (if taken in Spring 2025)
 - On Track on the SAT (if taken in Spring 2025)

Family Report

This report provides a simplified view of student performance designed specifically for parents to understand their child's progress.

Understanding Growth Percentiles

Average Growth (50th Percentile)

Student made typical progress compared to academic peers.

This represents expected growth for a student at this achievement level.

High Growth (68th Percentile)

Student made more progress than 68% of academic peers with similar starting scores.

How Teachers Use NWEA



Identify Needs

Determine each student's strengths and growth areas.



Form Groups

Create flexible instructional groups based on similar needs.



Plan Instruction

Develop tiered activities targeting specific skills.

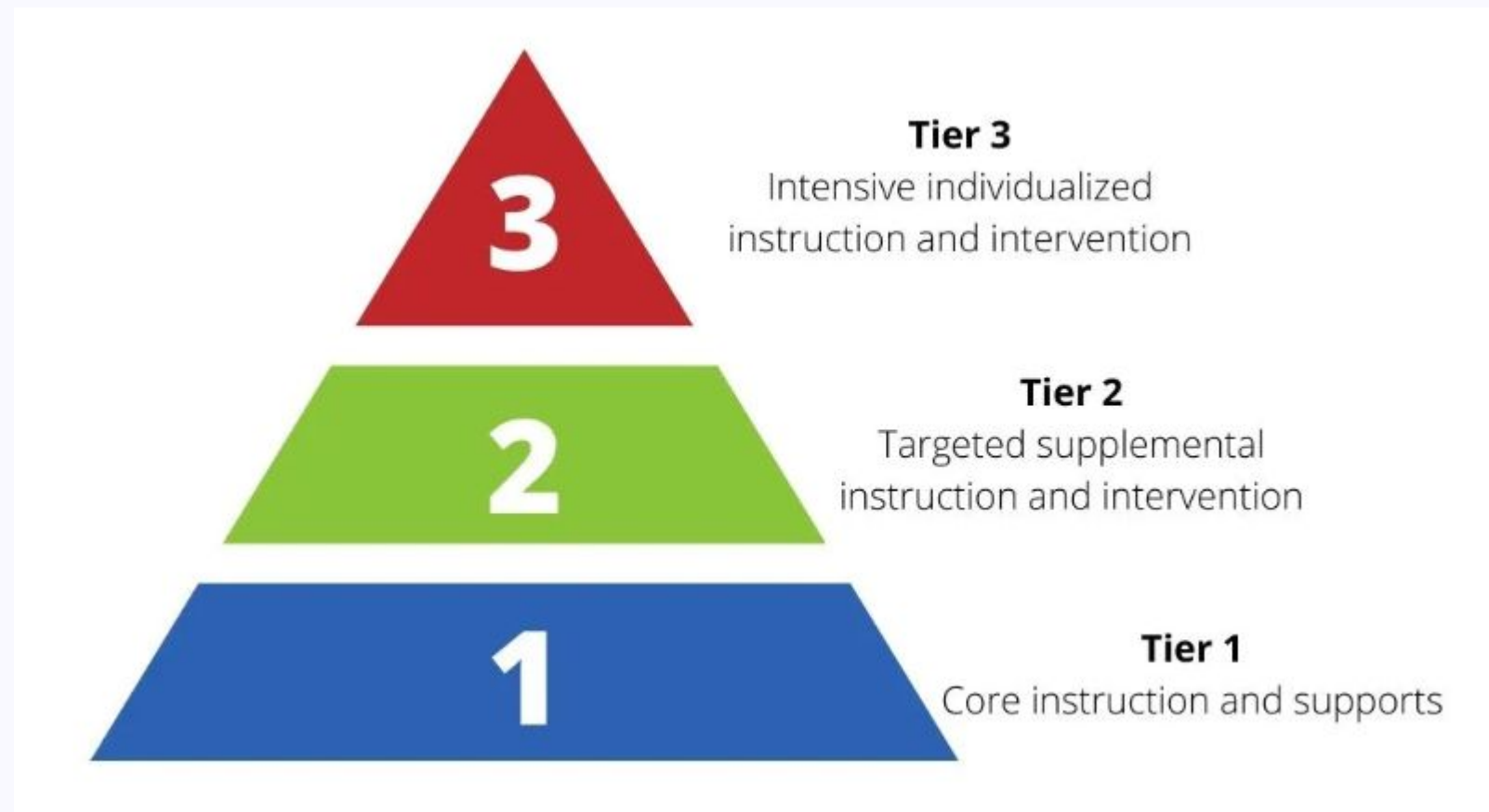


Monitor Progress

Track growth and adjust instruction as needed.



Different Tiers of Support



Targeted group instruction may happen during ELA and Math blocks or I/E Block.

Goal: ALL learners are supported.

Class Report= Quick overview

**can sort by percentiles

2017 / NY Next Generation Learning Standards Language Arts: 2017

- Goal Performance
- A. Literary and Informational Text
 - B. Foundational Skills
 - C. Writing and Conventions of Academic English
 - D. Vocabulary Acquisition and Use

	Grade	Test Date	RIT Score (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration	A	B	C	D
	1	01/24/23	143-146-149	4-7-10	BR400L-BR300L	13 m	Low	Low	Avg	Low
	1	01/24/23	148-151-154	8-13-19	BR355L-BR205L	38 m	Low	LoAvg	Low	Low
(3)	1	01/31/23	148-151-154	8-13-19	BR355L-BR205L	15 m	LoAvg	Low	Low	Low
340036)	1	01/24/23	151-154-157	13-18-26	BR295L-BR145L	26 m	Low	LoAvg	Low	LoAvg
	1	02/03/23	151-154-157	13-18-26	BR295L-BR145L	16 m	LoAvg	Low	LoAvg	Low
i)	1	01/24/23	157-160-164	24-33-43	BR180L-BR30L	21 m	LoAvg	LoAvg	Avg	LoAvg
5)	1	01/31/23	157-160-163	24-33-42	BR180L-BR30L	17 m	Avg	Avg	LoAvg	Low
	1	01/24/23	158-161-164	27-36-45	BR160L-BR10L	15 m	LoAvg	LoAvg	Low	HiAvg
	1	01/24/23	159-162-165	29-39-48	BR145L-5L	36 m	LoAvg	HiAvg	Avg	Low
)	1	01/24/23	161-164-167	35-44-54	BR105L-45L	20 m	LoAvg	Avg	LoAvg	Avg
08)	1	01/24/23	161-164-167	35-44-55	BR105L-45L	22 m	HiAvg	Low	LoAvg	HiAvg
	1	01/24/23	162-165-168	38-47-57	BR85L-65L	21 m	Avg	Avg	Avg	LoAvg
9340013)	1	01/24/23	165-168-171	47-56-66	BR25L-125L	22 m	Avg	HiAvg	Avg	Avg
	1	01/26/23	167-170-173	52-62-71	10L-160L	33 m	LoAvg	Avg	High	High
	1	02/06/23	167-170-173	53-62-71	10L-160L	26 m	HiAvg	High	Avg	LoAvg
(3)	1	01/24/23	170-173-176	62-71-78	70L-220L	23 m	High	Avg	HiAvg	Avg
340001)	1	01/24/23	172-176-180	69-78-85	125L-275L	24 m	High	HiAvg	HiAvg	HiAvg
)	1	01/24/23	174-177-180	72-80-86	145L-295L	20 m	HiAvg	High	High	Avg



Rostered Spring 2024-2025 (Most Recent)

Learning Continuum

Edit Display Options	
Literary and Informational Text	
Meaning, Context, Craft, and Structure	▼
Foundational Skills	
Print Concepts	
Phonological Awareness	
Phonics and Word Recognition	
Writing and Conventions of Academic English	
Text Types and Purposes, Research	▼
Grammar and Usage	▼
Capitalization, Punctuation, and Spelling	▼
Vocabulary Acquisition and Use	
Word Meanings and Relationships	▼

MAP scores translate
to learning statements so teachers can
set student goals and tailor instruction
to student needs.

Edit Display Options	
Print Concepts	
121-130	No Students
131-140	<div><div>Alphabetic Concepts<ul style="list-style-type: none">Matches lowercase lettersRecognizes lowercase lettersDistinguishes lowercase letters from uppercase lettersMatches uppercase lettersRecognizes uppercase letters</div><div>Book Concepts<ul style="list-style-type: none">Identifies the front and back of a book</div><div>Sentence and Word Concepts<ul style="list-style-type: none">Matches a word to a given wordDistinguishes words from nonwords</div></div>
141-150	<div><div>Alphabetic Concepts<ul style="list-style-type: none">Understands the difference between uppercase letters and lowercase lettersMatches lowercase lettersRecognizes lowercase lettersDistinguishes lowercase letters from uppercase lettersDistinguishes uppercase letters from lowercase lettersMatches uppercase lettersRecognizes uppercase letters</div><div>Book Concepts<ul style="list-style-type: none">Identifies the front and back of a book</div><div>Sentence and Word Concepts<ul style="list-style-type: none">Matches a word to a given wordIdentifies the last letter in a wordIdentifies the first letter in a wordIdentifies the last word in a sentenceIdentifies the first word in a sentenceDistinguishes words from nonwordsIdentifies a sentence</div></div>

~~Overall RIT: 137~~
Overall RIT: 137
Lexile Range: BR400-
BR400L
Goal Range: 133-147

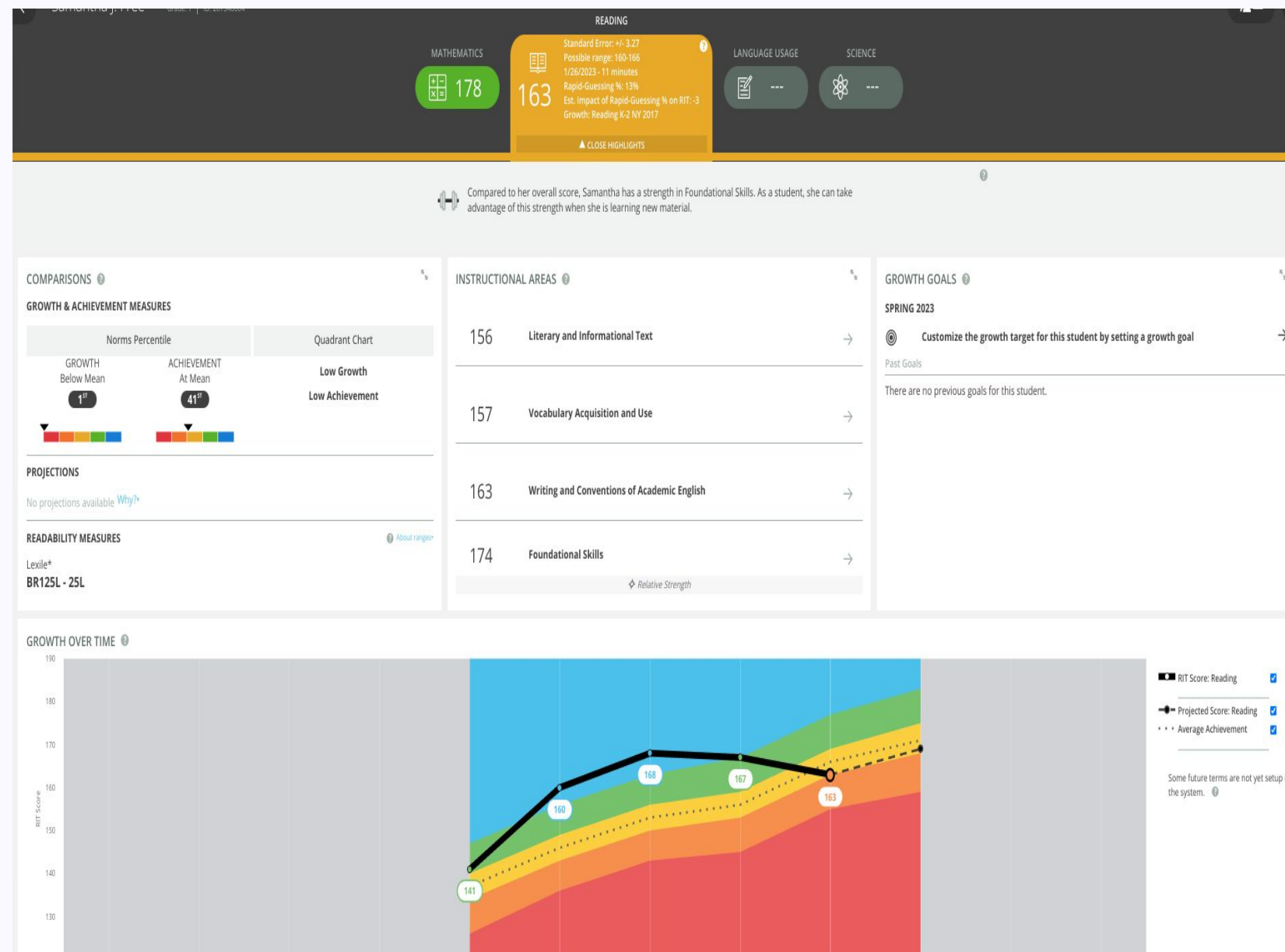
~~Overall RIT: 135~~
Overall RIT: 135
Lexile Range: BR400-
BR400L
Goal Range: 128-142

~~Overall RIT: 138~~
Overall RIT: 138
Lexile Range: BR400-
BR400L
Goal Range: 124-138

~~Overall RIT: 155~~
Overall RIT: 155
Lexile Range: BR280-
BR130L
Goal Range: 139-153

~~Overall RIT: 141~~
Overall RIT: 141
Lexile Range: BR400-
BR400L
Goal Range: 138-151

Student Profile



Comprehensive View

- Shows student performance over time across multiple test administrations.
- Tracks growth patterns and identifies trends in learning.

Instructional Areas

- Identifies specific instructional areas where students need support.
- Categorizes skills as "Reinforce," "Develop," or "Introduce" based on readiness.

MATHEMATICS

178

READING

163

Standard Error: +/- 3.27
Possible range: 160-166
1/26/2023 - 11 minutes
Rapid-Guessing %: 13%
Est. Impact of Rapid-Guessing % on RIT: -3
Growth: Reading K-2 NY 2017

CLOSE HIGHLIGHTS

LANGUAGE USAGE

SCIENCE

Compared to her overall score, Samantha has a strength in Foundational Skills. As a student, she can take advantage of this strength when she is learning new material.

INSTRUCTIONAL AREAS

Group by :
STANDARD TOPIC

Grade(s) :
All Grades

Show learning statements :
SHOW HIDE

View learning statements to :
REINFORCE DEVELOP INTRODUCE

View All Instructional Areas

Literary and Informational Text
156
± 7.01

Vocabulary Acquisition and Use
157
± 6.98

Writing and Conventions of Academic English
163
± 6.76

Foundational Skills
Relative Strength
174
± 6.93

These learning statements apply to Samantha's current RIT score:

Literary and Informational Text

Meaning, Context, Craft, and Structure

Assertions and Claims

Samantha is ready to DEVELOP these skills (151-160):
Identifies evidence that supports a statement in informational text read aloud

Author's Craft: Figurative Language

Samantha is ready to DEVELOP these skills (151-160):
Identifies sensory language
Interprets simile in literary text

Author's Craft: Perspective, Attitude

Samantha is ready to DEVELOP these skills (151-160):
Infers author's attitude in poetry

Book Concepts

Samantha is ready to DEVELOP these skills (151-160):
Understands the role of an author or illustrator

Characteristics of Genre: Literary

Samantha is ready to DEVELOP these skills (151-160):

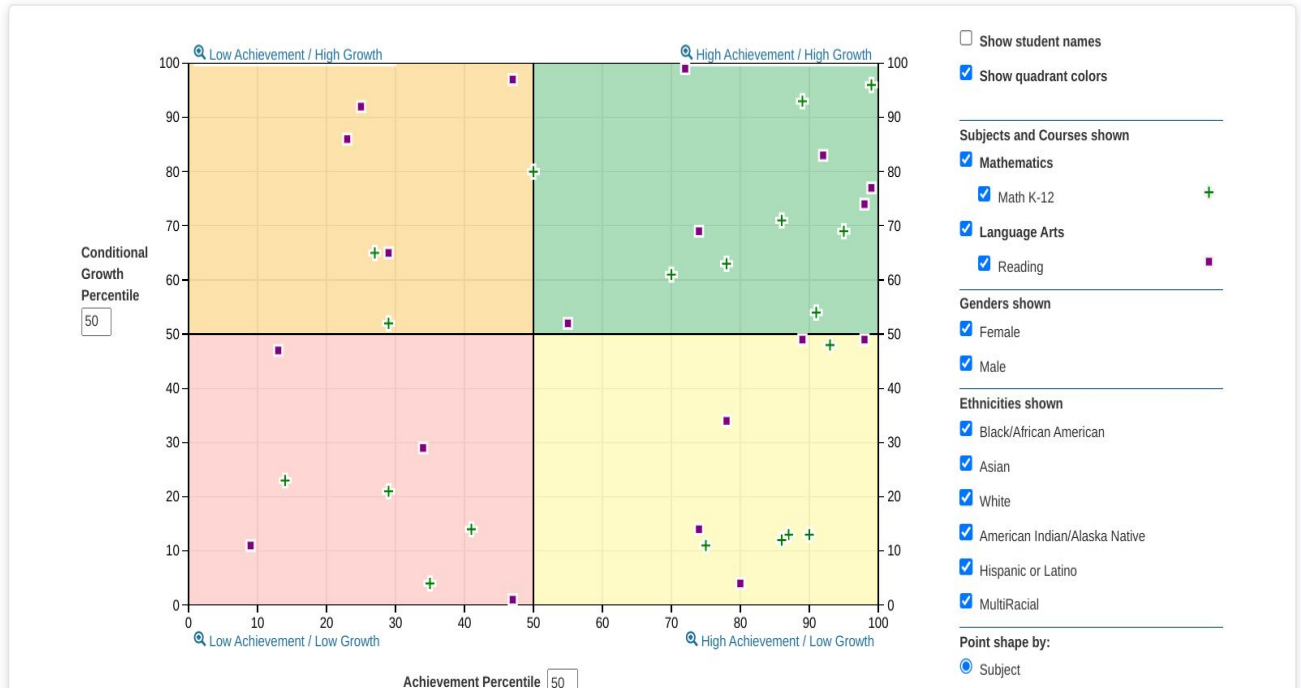
Quadrant Report

Low Achievement, High Growth

Students making excellent progress

Low Achievement, Low Growth

Students needing intensive intervention



High Achievement, High Growth

Students thriving with current instruction

High Achievement, Low Growth

Students needing more challenge

This report helps teachers look at growth from one term to another, identifying which students need different types of support.



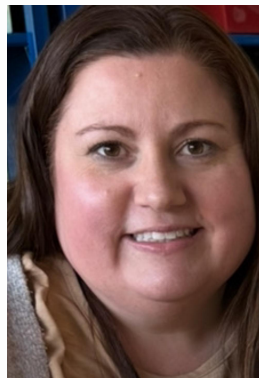
- ❖ NWEA Website: www.nwea.org
- ❖ [Helping Your Anxious Elementary Schooler Prepare for Tests: A Parent's Guide](#)
- ❖ [Family Guide to NWEA MAP Growth](#): Handout describing MAP Growth assessments
- ❖ [NWEA MAP Parent Strategies](#): Tips for helping your child with reading and writing
- ❖ [RIT to Concept](#): Vocabulary used in NWEA MAP assessments
- ❖ [Sample Test and Questions](#): NWEA MAP Growth Practice Tests
- ❖ [Sample NWEA MAP Questions](#)
- ❖ [Reading Tips for Parents](#): Helpful website (Reading Rockets) with ideas on how to help your child



Suffern Central School District

Educating for Personal Excellence

THANK YOU!



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Literacy Specialist at Cherry Lane Elementary School



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