

MEASURES OF ACADEMIC PROGRESS (MAP) TESTING AND REPORTS

**MINITA CLARK, ASSISTANT PRINCIPAL
CURRICULUM AND STUDENT ACTIVITIES**

BOARD PRESENTATION – APRIL 19, 2017

MAP TEST BASICS

A non-profit organization comprised of educators and researchers called the Northwest Evaluation Association (NWEA) developed the MAP test.

The MAP test is a computer-based, adaptive test that determines a student's instructional level in the areas of reading, language usage and math.

TYPES OF TESTS

There are two types of tests:

- Survey (about 20 minutes/20 questions) gives an overall score but no breakdown by goal area-very useful for placement/guidance department, may be a good mid-year check
- Survey with goals (about 50 minutes/42-64 questions) provides an overall score and goal area scores-more informative for instructors

MAP TEST IN DEPTH

Scores are reported on a Rasch Unit (RIT) scale. The scale is an equal interval scale that shows growth over time. The scale is independent of grade level. RIT scores range from about 150 to 285.

There are differences among Math, Reading and Language Usage RIT scores. The highest score for math is about 285, reading is about 260 and Language Usage is about 255.

ECR 2017-2018 SCHOOL YEAR

Grades 9, 10 fall, winter and spring

Grade 11, 12 students twice per year?

These are decisions we will have to make.

CORRELATION TO STATE TESTS:

NWEA claims that MAP test scores are a reliable predictor of state test SBAC performance (appx 70 to 90 percent accurate).

Scores below 40th percentile considered Basic/Below Basic



Scores above 75th percentile considered Goal/Advanced

MORE INFORMATION

When determining a student's performance level, it is important to look at the norms for each grade level or the percentile range (found on the teacher reports and class by subject reports).

The reading test also gives a Lexile Level for each student.

COMPARATIVE READING DATA

READING												
	K	1	2	3	4	5	6	7	8	9	10	11
 Higher Achievement	161	181	201	215	224	230	236	240	244	246	248	254
	153	173	191	205	214	221	227	231	234	237	238	240
	148	166	184	198	207	214	220	224	227	229	230	232
	Rounded Mean	143	160	176	190	200	207	213	217	220	222	223
	137	154	168	183	192	200	206	209	212	214	215	215
 Lower Achievement	132	147	161	175	185	193	199	202	205	207	208	208
	126	141	153	168	178	186	192	195	197	200	200	200
	K	1	2	3	4	5	6	7	8	9	10	11

“40TH PERCENTILE SCORE” BY GRADE LEVEL **(BASED ON FALL 2011 NORMS)**

STUDENTS ACHIEVING AT THE 40TH PERCENTILE OR HIGHER ON THE MAP TEST ARE LIKELY TO BE PROFICIENT OR HIGHER ON OUR CURRENT STATE TESTING. HERE ARE THE 40TH PERCENTILE RIT SCORES FOR READING.

Reading “Cut” Scores												
Sea son	Kdg	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10	G 11
F	140	157	172	186	196	203	208	212	215	217	219	219
W	148	167	180	191	199	206	210	214	217	218	219	220
S	154	173	186	195	203	208	212	216	218	219	219	220

CORRELATION TO COMMON CORE STANDARDS

**Representatives from NWEA helped
create the standards**

**Smarter Balanced Assessment
Consortium (SBAC) using the same
adaptive approach**

**New enhanced test items will be
introduced this year**

The future for MAP?

HOW CAN WE USE THE MAP SCORES:

MAP becomes our high school universal screening test. Students who score below the 40th percentile in reading or math should be closely monitored and create “intensive enrichment” sessions. CFA’s, quizzes and tests will confirm areas of weakness and indicate if progress is occurring. Students should then be placed in tiered intervention groups or sheltered classes if needed (Literacy or Math Tutoring, Writing Workshop or English Workshop).

MAP scores could also be used to place incoming freshman and help support decisions for Honors & AP classes.

MAP scores are also being used to inform instruction in the classroom. The score breakdowns can specify specific areas of strength and weakness for individuals and classes. This can lead to differentiated instruction in the classroom.

HOW WE ARE USING MAP, CONTINUED

MAP scores should be used in LCAP & annual reviews.

Guidance counselors could use the tests to accurately place new students.

Many schools are also finding the tests helpful for conflicts with teacher vs. parent or student course placement recommendations.

Departments can study the average RIT scores at each level course and use it to common plan and create CFA's.

Curriculum map input

MAP REPORTS:

There are a variety of reports that teachers may find useful in determining strengths and weakness of a particular class or a particular student.

Immediate results are seen first by the students.

Time taken to complete the test is not recorded online.

Reports can be accessed 24 hours after students have taken the tests by visiting www.nwea.org.

IMPORTANT REPORTS

Teacher Reports:

These reports allow you to see a table of class listings overall scores and goal area scores (which relate to CCS standards) for each subject.

What questions do you have?

How could teachers and others use this report?

What problems would you anticipate with teachers using these reports?

DIFFERENTIATING INSTRUCTION

Using the data from the teacher report, a teacher selects four different texts at four different Lexile levels that share a similar theme. Students read articles at their instructional levels and report unique information from their texts in small groups in which each member has read a different text.

Students are given tasks to complete during or after reading a instructionally-appropriate text that vary based on individual skills they need to practice. For example, In a group one person may summarize the text, one may find the main idea, another may analyze the author's purpose .

Class By Subject:

This report provides a table of student scores in reading, language usage or math. Sort the list by name or score.

Grade By Subject:

Look at the scores of an entire grade by subject. Sort by name or score.

Class By RIT:

See a breakdown of the RIT scores of each student in your class for all three tests. Click on a test to see the RIT ranges for only that subject. Once you are there, you can click on a student's name to bring up a chart from the Common Core State Standards DesCartes framework. The chart has three columns. Concepts in the left-hand column are concepts a student has probably mastered. Concepts in the middle column are concepts that meet the instructional level of the student, and the right-hand column contains upcoming concepts to introduce.

CLASS ROSTERS

Class Rosters:

This allows you to view and print individual student progress reports for all of the subject areas for one student or for the whole class.

Examine the table and graph versions of the report.

Which do you prefer? Why?

How might you be able to use this information with students and parents?

What questions do you have? What might you ask the student?

Dynamic Reports: Several reports may be accessed in this section.

Teacher Class Overview:

This test shows if/how students are growing.

A list of instructional activities and strategies beyond the classroom is also available.

This report also projects performance

Lexile Report:

This shows the range of Lexile levels within a class. There are resources available on the Internet to compile book lists and print full-text articles based on Lexile levels.

-Great Free Resource Go your school's homepage and click on the lconn.org

Student Projected Performance*:

This allows teachers to see who is projected to be proficient on each of the tests.

Student Goal Setting Worksheet*:

This is a good document for conferencing with students and sharing their test results.

-This provides a “typical growth” number aligned with an individual’s RIT score.

Comprehensive Data File

After a testing season is complete, you may request a raw data file. This file can be converted to Excel. We can use this file to enter all of the scores into AERIES and our own spreadsheets for analysis.

How you will use this:

- *Use this to triangulate data.*
- *For example, you could create an Excel sheet that synthesized and correlated Practice SBAC, MAP and data.*
- *Since there is no “search by student feature” on the MAP website, this might be a quick way to look up a student without having to consult Aeries*
- *-Use this to look at factors such as gender, special education designation or race and ethnicity.*

HOW TO USE THE DATA TO PROVIDE TARGETED INSTRUCTION:

Keep it simple.

Use the Class by RIT report to identify the weakest areas for your class or student.

Look at the DesCartes chart for that weak area and decide how it relates to the most important parts of your curriculum (power standards). Focus on one or two skills you can work on that relate to a current unit of study.

You may prefer the layout of fortheteacher.org's NWEA Curriculum Ladders rather than the DesCartes charts.

STUDENT **MOTIVATION**

Students should understand the adaptive nature of the test

Students should know the reasons for the test

Student goal-setting/ Involve them in the process

Avoid test fatigue/over-testing

Consider ways classroom teachers could offer incentives

ISSUES/WHAT TO **THINK ABOUT:**

Empowering students to do their best

Making the test matter

Teacher preparation

Time

YOUR TASK(S)

Choice 1:

- Determine a student's Reading RIT score
- Copy and paste the Reading Ladders sections that corresponds to the student's score into a new document.
- Consider the current unit of study, your own knowledge of the student and your goals
- Based on your preference, bold or underline a couple of areas of focus for your student.

- **Choice 2:**

- Determine the Lexile Level of a student or group of students.
- Use the lconn.org site to find reading materials for an upcoming lesson.

CONTACTS:

El Camino Real Charter High School Phone- 818.595.7500

**Minita Clark, Assistant Principal, Curriculum & Student
Activities ext. 7507**

Eric Wilson, Director Sustainability, ext

Email addresses:

m.clark@ecrchs.net