



# 22-23 Implementation Guide



OUR COMMUNITY. OUR SCHOOLS.  
OUR COMMITMENT.

# 2022-23

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## Campbell County Schools Measures of Academic Progress

Campbell County Schools (CCS) began Measures of Academic Progress (MAP) during the 2007-2008 school year. The assessment tool was developed by the Northwest Evaluation Association (NWEA) in Portland, Oregon. MAP is a universal screener, a growth measure, and a measure of achievement. NWEA and district staff have been working with teachers and administrators to provide technical assistance and professional learning support on how to use MAP data to improve core teaching and learning.

MAP is an adaptive test that is given three times a year in the fall, winter, and spring. It is a nationally norm-referenced assessment educators use to identify a student's achievement level (National Percentile Ranking) compared to students at that grade level across the nation. MAP is grade-level independent—the test will adapt as high or as low as needed to measure a student's ability and determine the student's Rasch Unit (RIT) score. A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school.

With the computerized adaptive test, the level of difficulty increases when questions are answered correctly and decreases when questions are answered incorrectly. Students get more difficult questions as they answer correctly, and when a certain number of questions are answered correctly, the test ends, and the RIT score is calculated.

MAP is a common CCS instructional resource used to identify what students are ready to learn, and MAP growth measures a student's learning throughout the school year. Students are expected to make a year's growth within the school year. MAP is one data point that, when combined with other data, helps educators inform instruction and differentiate and personalize learning for all students whether they are at, above, or below grade level.

The MAP reports bring together the data the teachers can use to advise each student to support their growth, including learning paths and growth goals. District leaders, school leaders, and teachers are provided professional learning to understand the valuable data they get from MAP growth and how they can differentiate instruction in the classroom to improve teaching and learning. This meaningful, individualized instruction that comes from implementing MAP growth will make a difference for students in the classroom.

Parents also receive reports that give them information on their child's growth. Students are able to track their own growth in reading and math, and set goals based on their reflections following MAP testing.

By supporting educators, families, and students in understanding MAP growth, we will improve the instructional and personalized learning paths for students so that they graduate prepared, empowered, and inspired to reach their full potential.

# Assessment Information

Please refer to the Assessment Window chart below for the 2022-23 MAP assessment plan. \*Note that the assessment plan is subject to change.

Generally, there are **no retests** for MAP. Permission for a retest must be approved by the CCS District MAP coordinator. Contact Connie Pohlgeers or Shelli Wilson if there are extenuating circumstances.

MAP has practice assessments available on its website at:

<https://practice.mapnwea.org>.

Username: grow

Password: grow

Assessment	Grades
<b>MAP K-2</b> Reading and Math	K-1
<b>MAP 2-5</b> Reading and Math, Language and Science *Grade 2 is Reading and Math only!	2-5
<b>MAP Growth 6+</b> Reading, Math, Language and Science	6-10

## Assessment Window 2022-23

Fall Window: K-10	8/22 - 9/9
Winter Window: K-10	1/9 - 1/20
Spring Window: K-9	4/17 - 4/28

\*Subject to change

# MAP Assessment Guidelines

The assessment guidelines below are for all students in kindergarten through grade 10\* during the fall, winter, and spring assessment windows.

\*The only exception is grade 10 which will not administer MAP during the Spring window

Grade	Assessment
Kindergarten	<ul style="list-style-type: none"> <li>• Growth: Reading K–2 KY 2019</li> <li>• Growth: Math K–2 KY 2019</li> </ul>
1	<ul style="list-style-type: none"> <li>• Growth: Reading K–2 KY 2019</li> <li>• Growth: Math K–2 KY 2019</li> </ul>
2	<ul style="list-style-type: none"> <li>• Growth: Reading 2–5 KY 2019</li> <li>• Growth: Math 2–5 KY 2019</li> </ul>
3	<ul style="list-style-type: none"> <li>• Growth: Reading 2–5 KY 2019</li> <li>• Growth: Math 2–5 KY 2019</li> <li>• Growth: Language 2-12 KY 2019</li> </ul> Science 3-5 for use with NGSS 2013
4	<ul style="list-style-type: none"> <li>• Growth: Reading 2–5 KY 2019</li> <li>• Growth: Math 2–5 KY 2019</li> <li>• Growth: Language 2-12 KY 2019</li> </ul> Science 3-5 for use with NGSS 2013
5	<ul style="list-style-type: none"> <li>• Growth: Reading 2–5 KY 2019</li> <li>• Growth: Math 2–5 KY 2019</li> <li>• Growth: Language 2-12 KY 2019</li> </ul> Science 3-5 for use with NGSS 2013
6	<ul style="list-style-type: none"> <li>• Growth: Reading 6+ KY 2019</li> <li>• Growth: Math 6+ KY 2019</li> <li>• Growth: Language 2-12 KY 2019</li> </ul> Science 6-8 for use with NGSS 2013
7	<ul style="list-style-type: none"> <li>• Growth: Reading 6+ KY 2019</li> <li>• Growth: Math 6+ KY 2019</li> <li>• Growth: Language 2-12 KY 2019</li> </ul> Science 6-8 for use with NGSS 2013
8	<ul style="list-style-type: none"> <li>• Growth: Reading 6+ KY 2019</li> <li>• Growth: Math 6+ KY 2019</li> <li>• Growth: Language 2-12 KY 2019</li> </ul> Science 6-8 for use with NGSS 2013
9	<ul style="list-style-type: none"> <li>• Growth: Reading 6+ KY 2019</li> <li>• Growth: Math 6+ KY 2019</li> <li>• Growth: Language 2-12 KY 2019</li> </ul> Science 9-12 for use with NGSS 2013
10	<ul style="list-style-type: none"> <li>• Growth: Reading 6+ KY 2019</li> <li>• Growth: Math 6+ KY 2019</li> <li>• Growth: Language 2-12 KY 2019</li> </ul> Science 9-12 KY for use with NGSS 2013

## What is MAP?

MAP is:	MAP is not:
MAP is a universal screener that measures student growth and academic achievement.	A high-stakes test like K-PREP.
A computer adaptive test (CAT) that is given three times a year (fall, winter, spring).	A data point to ignore.
Intended to inform instruction, differentiation, and personalize learning for all students whether they are at, above, or below grade level.	The only data point we use to make instructional decisions about students.
A nationally norm-referenced assessment an educator uses to identify a student's achievement level (National Percentile Ranking) compared to students at that grade level across the nation.	A test of mastery. Rather, it informs teachers of a student's readiness to learn specific state standards.
An assessment for measuring student academic growth over time just as we measure physical growth over time.	A data tool used for grading.
An assessment to inform typical growth for individual students via growth projections and how their growth is ranked with like peers in the nation.	Comparative data to use with students and parents for NAPD.
Grade-level independent; The test will adapt as high or as low as needed to measure a student's ability and determine the student's RIT score.	A sole measure for grouping students for guided reading.
Is aligned to Kentucky Academic Standards.	An assessment to be used for item analysis.

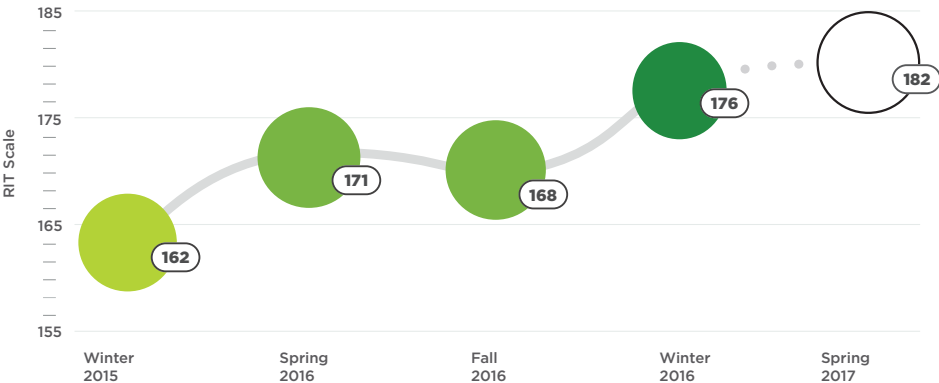


Precisely Measure Growth and Performance

MAP® Growth™ measures what students know and what they’re ready to learn next. By dynamically adjusting to each student’s performance, MAP Growth creates a personalized assessment experience that accurately measures performance—whether a student performs on, above, or below grade level. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead.

Growth Over Time

MAP Growth reveals how much growth has occurred between testing events and, when combined with our norms, shows projected proficiency. Educators can track growth through the school year and over multiple years.



The Most Stable Scale

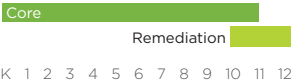
Every question on a MAP Growth assessment is calibrated to our proprietary RIT scale, which is the most reliable in the industry. Because the equal-interval scale is continuous across grades, educators can trust it to track longitudinal growth over a student’s entire career.

Reports Designed for Insight

MAP Growth reports transform raw data into insights that help educators take action. Teachers use them to differentiate instruction and pinpoint individual student needs. Higher-level reports give administrators the context to drive improvement across entire schools and systems.

Interim Assessment for Growth

GRADE LEVELS



GRADE-LEVEL INDEPENDENCE

Measures performance of every student, whether on, above, or below grade level—even if standards change

SUBJECTS

- Math
- Reading
- Language usage
- Science

FREQUENCY



TEST TIME

45 minutes  
Untimed. Approximately 45 minutes per subject

STANDARDS ALIGNMENT

- State standards
- Common Core
- Next Generation Science Standards\*
- AERO

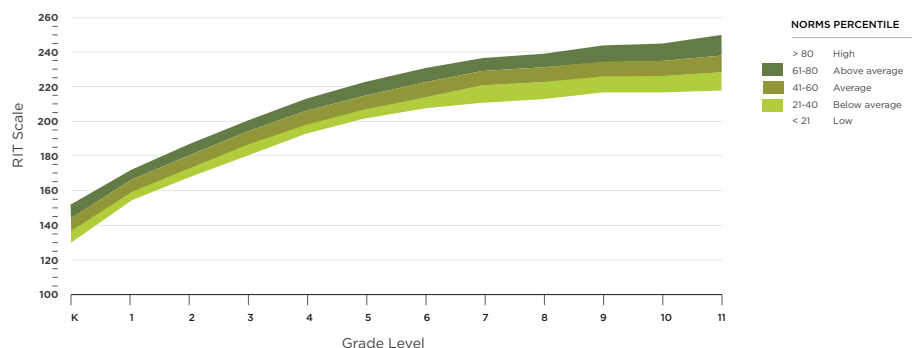
ACCESSIBILITY

- Refreshable braille
- Keyboard navigation
- Screen reader (JAWS) compatible
- Magnification
- Color contrast adjustment
- Test & item aids
- Universal Design for Learning (UDL)
- ARIA & WCAG compliant
- Alt-tags

\*Next Generation Science Standards is a registered trademark of Achieve. Neither Achieve nor the lead states and partners that developed the Next Generation Science Standards were involved in the production of this product, and do not endorse it.

## Comparisons to Drive Insight

NWEA® uses anonymous assessment data from over 10.2 million students to create national norms. Educators compare their students' performance against norms to evaluate programs and improve instruction—in individual classrooms and throughout school systems.



## Professional Learning: A Foundation for Ongoing Success

Get the most out of MAP Growth data with powerful professional learning. Our MAP Foundation Series workshops help educators connect assessment data to a variety of needs—instructional, programming, and planning.

- Teachers and teacher leaders: Increase the ability to interpret MAP Growth data to inform instruction and goal setting
- Instructional coaches: Develop skills to support teachers in instructional applications of MAP Growth data
- School and district leaders: Gain expertise in using MAP Growth reports to build a data-informed culture and set long-term goals

## RELIABLE TECHNOLOGY

Our online assessment platform is compatible with most popular operating systems, browsers, and devices—including iPads® and Chromebooks®. Because the assessment platform is stable, scalable, and reliable, schools can test on the schedule that meets their needs.

## PROFESSIONAL LEARNING

NWEA offers a wide range of learning opportunities with flexible delivery—including self-paced online learning and workshops conducted on-site, regionally, or online. Educators can learn to use effective formative assessment practices, create a strong data culture, apply data to support student learning, and more.

## ONGOING SUPPORT

Our knowledgeable specialists are here to help at every step, from comprehensive implementation to ongoing help via phone, email, live chat, and even on-site.

**nwea**

## ABOUT NWEA

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](https://nwea.org) to find out how NWEA can partner with you to help all kids learn.

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# Normative Data

# 2020 NWEA MAP Growth normative data overview

By using carefully constructed measurement scales that span grade levels, MAP® Growth™ interim assessments from NWEA® offer educators precise and accurate estimates of student achievement within a subject. Before achievement test scores can be useful to educators, however, they need to be evaluated within a coherent interpretive context. The 2020 NWEA MAP Growth norms can provide one source of context.

For example, the 2020 MAP Growth norms allow educators to compare achievement status—and changes in achievement status (growth)—to students' performance in the same grade at a comparable stage of the school year or across two test events within or across school years. This information:

- + helps teachers plan instruction for individual students or confer with parents
- + supports school and district administrators as they focus on allocating resources
- + empowers school staff as they work to improve all educational outcomes

For more information about the changes to the 2020 MAP Growth norms and the research behind them, please see **page 6**.

For many reasons, it is inadvisable to compare performance of a student on one set of MAP Growth test norms to his or her performance on another set of MAP Growth test norms (i.e., 2015 versus 2020 norms). NWEA strongly advises educators to use the 2020 MAP Growth norms, especially when reviewing data longitudinally, because these norms provide the most current and accurate reference for MAP Growth scores.

Differences between the 2020 and 2015 MAP Growth norms have been observed. Most notably, student achievement has declined in recent years across subject areas, grades, and terms. There are also differences in the magnitude of growth observed between test events. On average, in mathematics and reading, the 2020 growth norms show slightly lower means in the earlier grades and slightly greater means in the upper grades. Drops in the average mathematics and reading achievement for grades four and eight are consistent with recent declines reported on the National Assessment of Educational Progress (NAEP) for these subjects and grades.

**Well-constructed test score norms can inform many education-related activities. Educators make use of the MAP Growth norms in many ways, including:**

1. evaluating student achievement and growth
2. individualizing instruction
3. setting achievement and growth goals for students or groups of students in a school
4. supporting conversations about achievement patterns

# MAP Growth achievement status and growth norms for students and schools

The NWEA 2020 MAP Growth norms Study provides achievement status and growth norms for individual students and grade levels within schools in each of the four subject areas: reading, language usage, mathematics, and general science. The study's results are based on K-12 grade level samples. Records are sampled from between 3.6 and 5.5 million test scores from 500,000 to 700,000 students attending over 24,500 public schools in 5,800 districts spread across all 50 states.

Rigorous sampling and weighting procedures, which were consistent with the approach taken with the 2015 MAP Growth norms, were used to ensure that the 2020 norms were representative of the U.S. public school student population.

MAP Growth assessments can be administered on a schedule designed to meet a school's needs. As a result, student scores reflect different amounts of instruction. Under such circumstances, normative comparisons will be unfair, for example, if students with 16 weeks of instruction are compared to students with 20 weeks of instruction. Like the 2015 norms, the 2020 norms accommodate this scheduling flexibility by constructing time-continuous norms. MAP Growth achievement and growth are defined for a number of different instructional weeks during the year, allowing for more valid comparisons and interpretations of student and school achievement status and growth.

Similar instructional week flexibility is addressed in the student and school growth norms. Growth anticipated for students with the same initial score may be determined for varying numbers of instructional weeks separating two test occasions. This allows educators to make appropriate normative interpretations of test results that are consistent with their students' particular testing schedules. With the accompanying conditional growth percentiles, the norms tell educators if students made growth consistent with that of other students (in the same grade and subject area, with the same initial RIT score) with the same amount of instruction between test events. Situating

growth relative to students nationwide helps educators move beyond the simple conclusion that a student either did or did not "make target growth" and understand the extent and magnitude by which a student's growth exceeded or fell short of the growth observed for other similar students.

In order for the norms to take instructional days into account, school district calendars for each school represented in the study sample were retrieved. Using the instructional days data plus actual dates of testing, NWEA estimated fall, winter, and spring norms. The default instructional weeks were used to construct the achievement status and growth norms tables that appear on the following pages. Specifically, the 4th week is used for fall norms, the 20th week is used for winter norms, and the 32nd week is used for spring norms. However, if a school's testing calendar does not conform to the instructional weeks used to construct these tables, the normative references provided through the MAP Growth reporting system still allow appropriate comparisons to be made.

## Understanding standard deviation (SD)

The columns labeled "SD" in the following tables contain the standard deviations of the means. An SD is simply a measure of dispersion of scores around the mean value; the smaller the SD, the more compact the scores are around the mean. SDs are particularly useful when comparing student-level norms and school-level norms and can help educators make a range of inferences. For example, knowing the spread of the data can help educators understand the extent to which student achievement or growth exceeds or falls short of student- or school-level means.

## Student achievement norms

The norms in the tables below have a very straightforward interpretation. For example, in the achievement norms for reading, grade 2 students in the fall had a mean score of 172.35 and a standard deviation of 15.19. To get a sense of how much variation there was, the SD of 15.19 can be subtracted from the mean and added to the mean to produce a range of about 157–188. Since the norms are based on the bell curve, we know that 68% of all grade 2 reading scores are expected to fall within this range.

2020 Reading Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87
9	218.90	19.02	220.52	18.73	221.40	19.03
10	221.47	17.92	222.91	17.81	223.51	18.20
11	223.53	17.73	224.64	17.80	224.71	18.50
12	223.80	19.32	223.85	21.21	224.33	23.08

2020 Mathematics Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.13	15.19	214.70	15.88	218.75	16.70
6	214.75	16.12	219.56	16.74	222.88	17.47
7	220.21	17.41	224.04	17.96	226.73	18.60
8	224.92	18.94	228.12	19.33	230.30	19.95
9	226.43	19.83	228.67	20.06	230.03	20.63
10	229.07	20.23	231.21	20.61	232.42	21.25
11	231.72	20.61	233.49	20.91	234.25	21.65
12	233.02	21.60	233.31	23.07	234.19	24.63

2020 Language Usage Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
2	173.98	16.06	183.83	15.40	188.40	15.89
3	187.71	15.33	195.14	14.64	198.32	14.65
4	197.33	15.10	202.87	14.44	205.00	14.33
5	204.17	14.55	208.45	13.98	210.19	13.90
6	209.43	14.35	212.81	13.92	214.19	13.94
7	212.65	14.72	215.28	14.39	216.47	14.42
8	215.54	14.74	217.73	14.45	218.74	14.56
9	216.68	15.52	218.18	15.30	219.00	15.51
10	218.82	15.10	220.19	15.11	220.86	15.45
11	220.66	14.94	221.86	14.98	222.33	15.53

2020 General Science Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
2	177.70	13.43	184.59	12.35	187.87	12.46
3	187.84	12.25	193.29	11.63	195.88	11.76
4	194.65	11.68	199.15	11.50	201.22	11.75
5	200.23	11.77	204.30	11.72	206.17	12.12
6	203.86	12.04	207.26	12.02	208.47	12.41
7	206.56	12.65	209.50	12.73	210.61	13.17
8	209.64	13.25	212.41	13.17	213.44	13.64
9*	211.40	14.10	213.42	14.17	213.99	14.72
10*	213.24	14.26	214.95	14.42	215.29	15.07

\* These science status norms describe the distributions of achievement in general science academic skills and content knowledge for the relevant student populations for these grades and are useful for screening and placement purposes. Test results should not be used to evaluate performance where science content is more specialized, such as in topically differentiated high school science courses (e.g., biology, chemistry, physics).

## Student growth norms

Growth norms developed for the 2020 MAP Growth norms Study reflect the common observation that the rate of academic growth is related to the student's starting achievement status on the measurement scale. In the elementary grades, for example, students starting out at a lower achievement level tend to demonstrate greater raw growth compared to students in the upper grades. **The growth norm tables below show mean growth when the mean grade level achievement status score (i.e., 50th percentile score) is used as the starting score.** In each case, the starting score is treated as a factor when predicting growth. If a particular student's starting score was below the grade level mean, the growth mean is generally higher. Similarly, students with starting scores above the grade level mean would generally show less raw growth on average. These adjustments for starting achievement, coupled with the inclusion of instructional days in computing the norms, results in a highly flexible and clearly contextualized reference for understanding changes in RIT scores between test events.

2020 Reading Student Growth Norms						
	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	9.63	5.75	6.81	5.30	16.45	7.50
1	9.92	5.85	5.55	5.37	15.47	7.74
2	8.85	5.86	4.37	5.37	13.22	7.77
3	7.28	5.86	3.22	5.37	10.50	7.77
4	5.82	5.76	2.33	5.31	8.16	7.53
5	4.64	5.75	1.86	5.30	6.50	7.49
6	3.64	5.65	1.55	5.24	5.19	7.26
7	2.89	5.60	1.27	5.21	4.16	7.15
8	2.51	5.73	1.14	5.29	3.65	7.46
9	1.62	6.06	0.88	5.50	2.51	8.22
10	1.43	5.88	0.60	5.38	2.04	7.80
11	1.11	6.27	0.08	5.62	1.18	8.68
12	0.05	6.38	0.47	5.70	0.52	8.92

2020 Mathematics Student Growth Norms						
	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	10.57	5.15	6.97	4.77	17.54	6.63
1	10.13	5.22	6.22	4.82	16.35	6.81
2	9.03	5.11	5.35	4.75	14.38	6.54
3	7.75	4.99	4.85	4.68	12.60	6.26
4	6.50	4.98	4.46	4.67	10.96	6.24
5	5.56	5.10	4.05	4.75	9.61	6.53
6	4.81	5.04	3.32	4.71	8.13	6.38
7	3.83	4.96	2.69	4.66	6.52	6.18
8	3.20	5.27	2.18	4.85	5.38	6.93
9	2.24	5.48	1.36	4.98	3.60	7.41
10	2.14	5.46	1.21	4.97	3.35	7.37
11	1.77	5.92	0.76	5.25	2.52	8.37
12	0.30	6.09	0.88	5.36	1.18	8.75

2020 Language Usage Student Growth Norms						
	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
2	9.85	6.43	4.57	5.58	14.41	9.46
3	7.43	5.48	3.18	4.98	10.61	7.41
4	5.54	5.17	2.13	4.79	7.67	6.69
5	4.27	5.07	1.74	4.72	6.02	6.44
6	3.37	5.04	1.38	4.71	4.75	6.37
7	2.63	4.89	1.19	4.62	3.82	6.00
8	2.19	5.05	1.01	4.71	3.21	6.39
9	1.50	5.17	0.82	4.79	2.33	6.69
10	1.37	5.08	0.67	4.73	2.04	6.46
11	1.20	5.48	0.47	4.98	1.67	7.41

2020 General Science Student Growth Norms						
	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
2	6.88	6.74	3.29	6.13	10.17	9.09
3	5.45	6.17	2.59	5.78	8.04	7.75
4	4.50	5.84	2.07	5.58	6.57	6.93
5	4.08	5.95	1.87	5.65	5.95	7.21
6	3.40	5.91	1.21	5.62	4.61	7.10
7	2.94	5.93	1.11	5.63	4.05	7.15
8	2.77	6.19	1.03	5.79	3.79	7.80
9	2.02	6.19	0.57	5.79	2.59	7.80
10	1.72	6.27	0.34	5.84	2.05	7.99

## School norms

Just as references to performance at the student level are important, school references can also provide important insights. Because research shows that the variation of groups of students tend to be much smaller than that of the students themselves, student-level norms are inappropriate for understanding the performance and progress of groups of students. If groups of students in a school are evaluated against the student norms, strongly performing schools will tend to have their outcome understated while poorly performing schools will tend to have their performance overstated. The 2020 MAP Growth norms Study includes achievement and growth norms for grade-levels within schools in addition to student achievement status and growth norms.

School norms provide references for comparing how grade levels of students within a school compare, as a group, to:

- + the same grade level of students in another specific school
- + the same grade level of students in public schools across the U.S.

This allows school and district administrators to use school norms to monitor school performance over time, and to compare schools' performance within the district. The tables below contain school growth norms. The important difference between student and school growth is in the SD columns. As the tables show, the growth of groups of students at any grade level is understandably less variable than the growth of individual students.

2020 Reading School Growth Norms						
	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	9.63	1.43	6.81	1.07	16.45	2.49
1	9.92	1.47	5.55	1.10	15.47	2.57
2	8.85	1.44	4.37	1.08	13.22	2.52
3	7.28	1.23	3.22	0.92	10.50	2.14
4	5.82	1.21	2.33	0.91	8.16	2.11
5	4.64	1.15	1.86	0.86	6.50	2.01
6	3.64	1.02	1.55	0.77	5.19	1.79
7	2.89	1.02	1.27	0.76	4.16	1.78
8	2.51	1.18	1.14	0.88	3.65	2.06
9	1.62	1.16	0.88	0.87	2.51	2.03
10	1.43	0.96	0.60	0.72	2.04	1.68
11	1.11	1.25	0.08	0.94	1.18	2.19
12	0.05	1.31	0.47	1.01	0.52	2.30

2020 Mathematics School Growth Norms						
	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	10.57	1.36	6.97	1.02	17.54	2.38
1	10.13	1.44	6.22	1.08	16.35	2.52
2	9.03	1.30	5.35	0.97	14.38	2.27
3	7.75	1.21	4.85	0.91	12.60	2.12
4	6.50	1.16	4.46	0.87	10.96	2.02
5	5.56	1.39	4.05	1.04	9.61	2.42
6	4.81	1.28	3.32	0.96	8.13	2.24
7	3.83	1.19	2.69	0.89	6.52	2.08
8	3.20	1.38	2.18	1.04	5.38	2.42
9	2.24	1.10	1.36	0.83	3.60	1.93
10	2.14	1.16	1.21	0.87	3.35	2.02
11	1.77	1.15	0.76	0.86	2.52	2.01
12	0.30	1.23	0.88	0.93	1.18	2.15

2020 Language Usage School Growth Norms						
	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
2	9.85	1.65	4.57	1.24	14.41	2.88
3	7.43	1.13	3.18	0.84	10.61	1.97
4	5.54	1.01	2.13	0.76	7.67	1.76
5	4.27	0.92	1.74	0.69	6.02	1.61
6	3.37	0.80	1.38	0.60	4.75	1.40
7	2.63	0.78	1.19	0.59	3.82	1.37
8	2.19	0.86	1.01	0.64	3.21	1.50
9	1.50	0.82	0.82	0.61	2.33	1.43
10	1.37	0.81	0.67	0.60	2.04	1.41
11	1.20	0.97	0.47	0.73	1.67	1.70

2020 General Science School Growth Norms						
	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
2	6.88	1.21	3.29	0.91	10.17	2.12
3	5.45	1.42	2.59	1.07	8.04	2.49
4	4.50	1.17	2.07	0.88	6.57	2.05
5	4.08	1.22	1.87	0.91	5.95	2.13
6	3.40	1.22	1.21	0.91	4.61	2.13
7	2.94	1.22	1.11	0.92	4.05	2.14
8	2.77	1.23	1.03	0.92	3.79	2.15
9	2.02	1.33	0.57	1.00	2.59	2.31
10	1.72	1.13	0.34	0.85	2.05	1.97

Separate tables for the school achievement norms are not shown in this document because the means (i.e., average values) for school and student achievement are equivalent. The standard deviations for the school norms are much smaller than for students, however, meaning that the range between high and low values seen at the school level are far smaller than the variability commonly seen for individual students. Additional information on the school achievement norms can be found in the 2020 MAP Growth norms Study.

# MAP Growth Norms Study: Comparing 2020 to 2015

## National norms overview: 2020 vs. 2015

Design/Method	2020	2015	Change	Benefits
<b>Growth model (methodology)</b>	Multilevel Growth Model	Multilevel Growth Model	No significant changes to norming methodology	<b>Consistency and reliability</b> By maintaining consistency in a proven methodology, we can better understand changes in student achievement and growth trends
<b># of terms</b>	9 Testing Terms	9 Testing Terms	Same number of testing terms (9), but more recent data	<b>Maximal information from available student test score histories</b> Using nine testing terms provides the optimal amount of data points to support norms for both achievement and growth
<b>Time period</b>	Fall 2015→ Spring 2018 (Fall, Winter, Spring across 3 years)	Fall 2011→ Spring 2014 (Fall, Winter, Spring across 3 years)	2020 norms use much more recent data	<b>Recent data = more relevant norms</b> Using more recent data ensures that we are providing updated estimates of achievement and growth norms
<b>Testing calendars</b>	Higher % of norm data linked to <b>actual</b> district testing calendars	Lower % of norm data linked to <b>actual</b> district testing calendars	2020 norms use 2.5x more data points that are tied to actual district testing calendars	<b>Improved measurement of growth</b> Incorporating more data that is tied to actual district testing calendars improves our ability to develop a more accurate measure of instructional exposure, resulting in more accurate norms
<b>Growth terms</b>	Winter-Winter Fall-Fall Spring-Spring Fall-Winter Fall-Spring Winter-Spring (NEW!) Spring-Fall*	Winter-Winter Fall-Fall Spring-Spring Fall-Winter Fall-Spring Winter-Spring	2020 norms have added the Spring-Fall comparison term	<b>Understanding of full-year learning</b> Adding the Spring-Fall term pair lets us better understand the phenomenon of “summer loss,” which provides a better description of a student’s performance over a full year
<b>Additional filter for student test-taking effort</b>	Uses effortful scores only (i.e. 10% or fewer rapid guesses)	Uses effortful and non-effortful scores	New feature of norms	<b>Better data = better norms</b> Using more clearly defined target populations for achievement and growth norms, plus removing construct irrelevant variance due to student test-taking effort, allows for better data and norms

## Grade coverage: National norms 2020 vs. 2015

Subject	2020	2015	Change	Benefit
<b>Math K-12</b>	Achievement: K-12 Growth: K-12	Achievement: K-11 Growth: K-10	Achievement: 12th grade Growth: 11 & 12th grade	<b>More coverage = better tracking</b> Adding more grade level coverage increases the opportunity to help better contextualize the achievement and growth of all students
<b>Reading</b>	Achievement: K-12 Growth: K-12	Achievement: K-11 Growth: K-10	Achievement: 12th grade Growth: 11 & 12th grade	
<b>Language Usage</b>	Achievement: 2-11 Growth: 2-11	Achievement: 2-11 Growth: 2-10	Achievement: No change Growth: 11th grade	
<b>Science (General)</b>	Achievement: 2-10 Growth: 2-10	Achievement: 3-10 Growth: 3-8	Achievement: 2nd grade Growth: 2nd, 9th, 10th grade	

\* Note: Spring-to-Fall term pair will not be available in MAP Growth reporting in July 2020.



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# Comparative data to inform instructional decisions

To help provide context to MAP® Growth™ normative percentiles, this document includes multiple **College and Career Readiness (CCR)** benchmarks, including those from **ACT®**, **SAT®**, and **Smarter Balanced Assessment Consortium (Smarter Balanced)**.

When you're armed with MAP Growth interim assessment data, you're better prepared to meet your students when and where they need you most.

Use the comparative data in the tables below as one of your data points for instructional decision-making. While not intended for use as a single placement guide, these data can help inform a variety of programmatic and instructional decisions, including:

- identifying and qualifying students for various instructional strategies
- guiding teachers who do not regularly make decisions on instructional program choices for students
- scheduling and grouping to meet students' learning needs
- screening for special or alternative instruction
- staffing and resourcing

## About each chart†

- The grade designations represent beginning-of-year grade levels
- The RIT scores defining each level are separated by ½ standard deviation, except for the lowest and highest levels, which are set at the 5th and 95th percentiles respectively
- At all levels, consider differentiated instruction, flexible grouping, or tiered instruction
- As scores ascend, give more consideration to curriculum compacting, accelerated instructional pacing, and special programs
- As scores descend, give more consideration to additional instructional time, one-on-one tutoring, use of short-cycle assessments, and special programs

The instructional suggestions in this document are intended to provide initial ideas, not to be an exhaustive list of options.

		READING														
		K	1	2	3	4	5	6	7	8	9	10	11	12	2020 Norms percentile	
<div>Higher achievement</div> <div>↕</div> <div>Lower achievement</div>	CCR (Smarter Balanced Level 3)	Spring				202	209	214	218	222	225					56-61
	CCR (ACT >= 22)	Spring						215	220	224	227	230	232*			60-67
	CCR (ACT >= 24)	Spring						218	223	227	230	233	234*			68-73
	CCR (SAT >= 480)	Spring						209	214	218	220	222	225*			45-53
	NWEA	Fall	157	177	197	214	224	231	237	241	246	250	251	253	256	95
	NWEA	Fall	149	169	187	203	213	221	227	231	235	238	239	241	243	84
	NWEA	Fall	143	162	180	195	205	213	218	222	226	228	230	232	233	69
	NWEA median	Fall	137	156	172	187	197	204	210	214	218	219	221	224	224	50
	NWEA	Fall	131	150	165	178	188	196	202	206	210	209	213	215	214	31
	NWEA	Fall	124	143	157	170	180	188	194	198	201	200	204	206	205	16
NWEA	Fall	117	135	147	159	169	178	183	187	190	188	192	194	191	5	

\*CCR benchmarks are projections in growth from grade 9.

Continued on next page



MATHEMATICS															
		K	1	2	3	4	5	6	7	8	9	10	11	12	2020 Norms percentile
CCR (Smarter Balanced Level 3)	Spring				204	217	229	230	235	242					58-73
CCR (ACT >= 22)	Spring						226	232	238	243	246	248*			66-78
CCR (ACT >= 24)	Spring						230	237	243	248	252	254*			75-86
CCR (SAT >= 530)	Spring						225	232	237	241	243	245*			64-73
NWEA	Fall	160	181	196	211	223	234	241	249	256	259	262	266	269	95
NWEA	Fall	152	172	188	202	214	224	231	238	244	246	249	252	254	84
NWEA	Fall	146	166	181	195	207	217	223	229	234	236	239	242	244	69
NWEA median	Fall	140	160	175	188	200	209	215	220	225	226	229	232	233	50
NWEA	Fall	133	154	169	182	192	202	207	212	216	217	219	222	222	31
NWEA	Fall	127	148	162	175	185	194	199	203	206	207	209	211	212	16
NWEA	Fall	119	140	154	166	176	184	188	192	194	194	196	198	197	5

\*CCR benchmarks are projections in growth from grade 9.

LANGUAGE USAGE													
		2	3	4	5	6	7	8	9	10	11	2020 Norms percentile	
NWEA	Fall	200	213	222	228	233	237	240	242	244	245	95	
NWEA	Fall	190	203	212	219	224	227	230	232	234	236	84	
NWEA	Fall	182	195	205	211	217	220	223	224	226	228	69	
NWEA median	Fall	174	188	197	204	209	213	216	217	219	221	50	
NWEA	Fall	166	180	190	197	202	205	208	209	211	213	31	
NWEA	Fall	158	172	182	190	195	198	201	201	204	206	16	
NWEA	Fall	148	163	172	180	186	188	191	191	194	196	5	

SCIENCE											
		2	3	4	5	6	7	8	9*	10*	2020 Norms percentile
NWEA	Fall	200	208	214	220	224	227	231	235	237	95
NWEA	Fall	191	200	206	212	216	219	223	225	227	84
NWEA	Fall	184	194	200	206	210	213	216	218	220	69
NWEA median	Fall	178	188	195	200	204	207	210	211	213	50
NWEA	Fall	171	182	189	194	198	200	203	204	206	31
NWEA	Fall	164	176	183	189	192	194	196	197	199	16
NWEA	Fall	156	168	175	181	184	186	188	188	190	5

\*General science status norms for grades 9 and 10 should not be used to evaluate performance in typically differentiated high school science courses where science content is more specialized.

The comparative data included in the tables provides information from both the fall and spring. Norming data is provided for the fall term to aid in placement, screening, and scheduling/grouping decisions at the beginning of the year. Conversely, college readiness information (Smarter Balanced, ACT, SAT) is displayed for the spring term. This provides educators with end-of-year scores, for the purposes of student goal setting, to help get students to the point where they are on track to being college ready.

\*The 2020 norms data represented in this document is based on norms updates as of July 2020.

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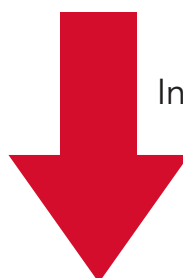
# Data to Inform Instruction



**FALL**



Interim Assessments  
**MAP GROWTH**

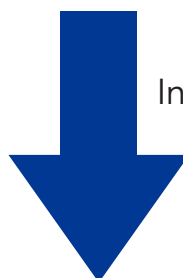


Instruction  
Informed by Data

**WINTER**



Interim Assessments  
**MAP GROWTH**



Instruction  
Informed by Data

**SPRING**



Interim Assessments  
**MAP GROWTH**



Instruction  
Informed by Data

## Best Practices for MAP Testing

Stakeholder	Before	During	After
School MAP Team Leader	<ul style="list-style-type: none"> <li>Develop testing schedule based on CCS window (adequate time and proctor support considered) and communicate as needed.</li> <li>Train proctors (technical and behavioral).</li> <li>Set up MAP Data folders if your school uses one (Google).</li> <li>Confirm student testing devices are ready for use (Systems and Technology Guide).</li> <li>Create make-up testing plan.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure test environment is ready for the students (e.g., headsets for TTS).</li> <li>Provide technical support for proctors.</li> <li>Communicate make-up schedule/procedure.</li> <li>Check operational reports for test completion by grade/test.</li> </ul>	<ul style="list-style-type: none"> <li>Establish (with Administration) a time for teachers to have data conversations and collaboratively plan.</li> <li>Ask for feedback on testing schedules.</li> </ul>
Teacher/Proctor	<ul style="list-style-type: none"> <li>Attend proctor refresh session.</li> <li>Check/Set up testing sessions. Best practice is to pre-assign the test. Do not let students select their test.</li> <li>Confer with Special Education Staff to ensure accommodations are accounted for each student. (See pages 33–34.)</li> <li>Explain purpose of the assessment and review testing behaviors during morning meetings or prior to assessment. <a href="https://studentresources.nwea.org">https://studentresources.nwea.org</a></li> </ul>	<ul style="list-style-type: none"> <li>Read the pretest scripts. (See page 43.)</li> <li>Actively proctor the assessment.</li> <li>Track effort/disengagement.</li> <li>Encourage and support students.</li> <li>Remind students to raise their hand as soon as they have completed to quickly conference/record scores.</li> <li>Pause and resume as needed for short breaks.</li> <li>Suspend tests for students who will be stopping for longer than 25 minutes.</li> <li>Suspended tests are available 28 days from the start date.</li> </ul>	<ul style="list-style-type: none"> <li>Confer with students when the completion screen pops up.</li> <li>Record student scores immediately.</li> <li>Prepare make-up lists and pass along to appropriate team member.</li> <li>Ensure testing devices are ready for the next group. All students are logged out of the test and devices are plugged in/charged.</li> </ul>
Students	<ul style="list-style-type: none"> <li>Review scores/goals from previous MAP administrations where possible.</li> <li>Practice mouse skills for younger students.</li> <li>Practice test if needed as a refresher in the fall and for new students. <a href="https://practice.mapnwea.org/#/practice-landing">https://practice.mapnwea.org/#/practice-landing</a> UN: grow PW: grow</li> <li>Share logistics, answer questions, discuss expectations for active monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>Do your best!</li> <li>Actively engage in the assessment.</li> <li>Do not rush through the assessment.</li> <li>Read every question, and choose the best answer.</li> <li>Raise hand when assessment is completed so proctor can record scores.</li> <li>Make sure students know goals and purpose of the assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Record MAP scores (and domains) when finished testing (teacher or student, where appropriate).</li> <li>Review growth over time.</li> <li>Reflect on action plan.</li> <li>Set new growth goals with teacher.</li> <li>Talk to parents about MAP results.</li> <li>Meet to collaboratively review MAP scores.</li> <li>Note areas of growth/concern.</li> </ul>

Stakeholder	Before	During	After
PLC/Teachers	<ul style="list-style-type: none"> <li>Make a plan to communicate with students. <a href="https://studentresources.nwea.org/index.html">https://studentresources.nwea.org/index.html</a></li> </ul>	<ul style="list-style-type: none"> <li>If proctoring for your class, see proctor section above.</li> </ul>	<ul style="list-style-type: none"> <li>How does planning and instruction need to adjust as a result of the scores?</li> <li>Establish an action plan and note specifically how that plan will be monitored.</li> <li>Provide feedback to MAP team lead on scheduling and logistics to streamline and refine the process moving forward.</li> </ul>
Administration	<ul style="list-style-type: none"> <li>Help MAP team with logistics planning for scheduling (e.g., lunch schedule, drills).</li> <li>Communicate the purpose of MAP to students, teachers, proctors.</li> <li>Provide time for full-staff MAP logistics/refreshers training.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct learning walks on proctor rooms to support proctor behaviors.</li> <li>Assist in troubleshooting/adjusting schedules as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Follow up with proctors as needed.</li> <li>Discuss MAP in PLC and with students.</li> <li>Own schoolwide data—know it, communicate it, and act on it.</li> <li>Set stretch goals for/with students and teachers.</li> <li>Help with scholar MAP conferencing in math and ELA courses.</li> <li>Organize score messaging for stakeholders.</li> </ul>
Families	<ul style="list-style-type: none"> <li>Understand the purpose/importance of MAP testing.</li> <li>Sample letter introducing MAP Growth can be found here: <a href="https://community.nwea.org/docs/DOC-2597">https://community.nwea.org/docs/DOC-2597</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Talk with your student about testing.</li> <li>Ensure an early bedtime and preparedness before the test.</li> </ul>	<ul style="list-style-type: none"> <li>Access the family report and talk with student about scores, growth over time, and setting goals for the future.</li> </ul>

# Using MAP Data to Inform Instructional Practices for Personalized Learning

Roles	Reports/Teaching and Learning Implications
<p><b>Teachers/Teacher Teams:</b></p> <p>Review data in reports and make instructional adjustments in Core Instruction to personalize learning for all students.</p>	<p><b>Reports</b></p> <ul style="list-style-type: none"> <li>Class Reports: <a href="#">MAP: Link to Class Report</a></li> <li>Class Breakdown Reports: <a href="#">MAP: Link to Class Breakdown Reports</a></li> <li>Goal Setting Worksheet: <a href="#">MAP: Link to Student Goal Setting Worksheet</a></li> <li>The Learning Continuum: <a href="#">MAP: Link to Learning Continuum</a></li> <li>Student Profile Report: <a href="#">MAP: Link to Student Profile Report</a></li> </ul> <p><b>PLC Questions</b></p> <ul style="list-style-type: none"> <li>What does the data show are our strengths and areas of need?</li> <li>What are our growth targets?</li> <li>What strategies will we use to accelerate growth for all students?</li> <li>How are we using the Student Profile Report and Learning Continuum to personalize learning?</li> <li>What is each student's strength and area of focus?</li> <li>What is reasonable growth for each student?</li> <li>Do I need to accelerate learning for my students?</li> </ul> <p><b>Instructional Implications</b></p> <ul style="list-style-type: none"> <li>MAP: Ways to Impact Teaching and Learning</li> <li>Set goals with students individually and develop class goals.</li> <li>Adjust core instruction with flexible grouping for specific RIT ranges.</li> <li>Increase personalized learning time.</li> </ul> <p>Students using their own data video: <a href="https://eleducation.org/resources/students-own-their-progress">https://eleducation.org/resources/students-own-their-progress</a></p>
<p><b>Coaches/Teacher Leaders:</b></p> <p>Support teaching and learning in classrooms to support personalized learning.</p>	<p><b>Reports</b></p> <ul style="list-style-type: none"> <li>Class Reports: <a href="#">MAP: Link to Class Report</a></li> <li>Class Breakdown Reports: <a href="#">MAP: Link to Class Breakdown Reports</a></li> </ul> <p><b>PLC Facilitation</b></p> <ul style="list-style-type: none"> <li>Assist teachers in understanding the Conditional Growth Index.</li> <li>Assist teachers in reviewing the data from the reports to review and plan for PLC discussions. (See PLC questions above.)</li> <li>Assist teachers in planning for core instruction and flexible groups based on student data and the <a href="#">Learning Continuum</a>.</li> <li>Assist teachers in designing lessons within the strands based on class-by-class and schoolwide trends for targeting outcomes.</li> <li>Assist teachers in planning for fall parent conferences.</li> <li>Assist teachers in developing an acceleration plan for students.</li> </ul>
<p><b>Principals:</b></p> <p>Review school-level data and support teachers in making instructional adjustments to support personalized learning time for students.</p>	<p><b>Reports</b></p> <ul style="list-style-type: none"> <li><a href="#">Grade Report: Grade Report Video</a></li> <li><a href="#">Projected Proficiency Report</a></li> </ul> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>What grade-level data shows our strengths and areas of need?</li> <li>Are we on track to meet our growth projections?</li> </ul> <p><b>To Do</b></p> <ul style="list-style-type: none"> <li>Develop school-level goals.</li> <li>Plan schoolwide strategies to accelerate growth.</li> <li>Support teachers in increasing personalized learning time.</li> <li>Assist teachers in preparing for MAP conversations during parent conferences.</li> </ul>
<p><b>All</b></p>	<ul style="list-style-type: none"> <li><b>Average Growth:</b> 50th percentile</li> <li><b>Below Average Growth:</b> Less than 50th percentile</li> <li>If a student is below the average achievement level, the student will need more than average growth to catch up.</li> </ul>

# Using MAP Data to Inform Instructional Practices for Personalized Learning

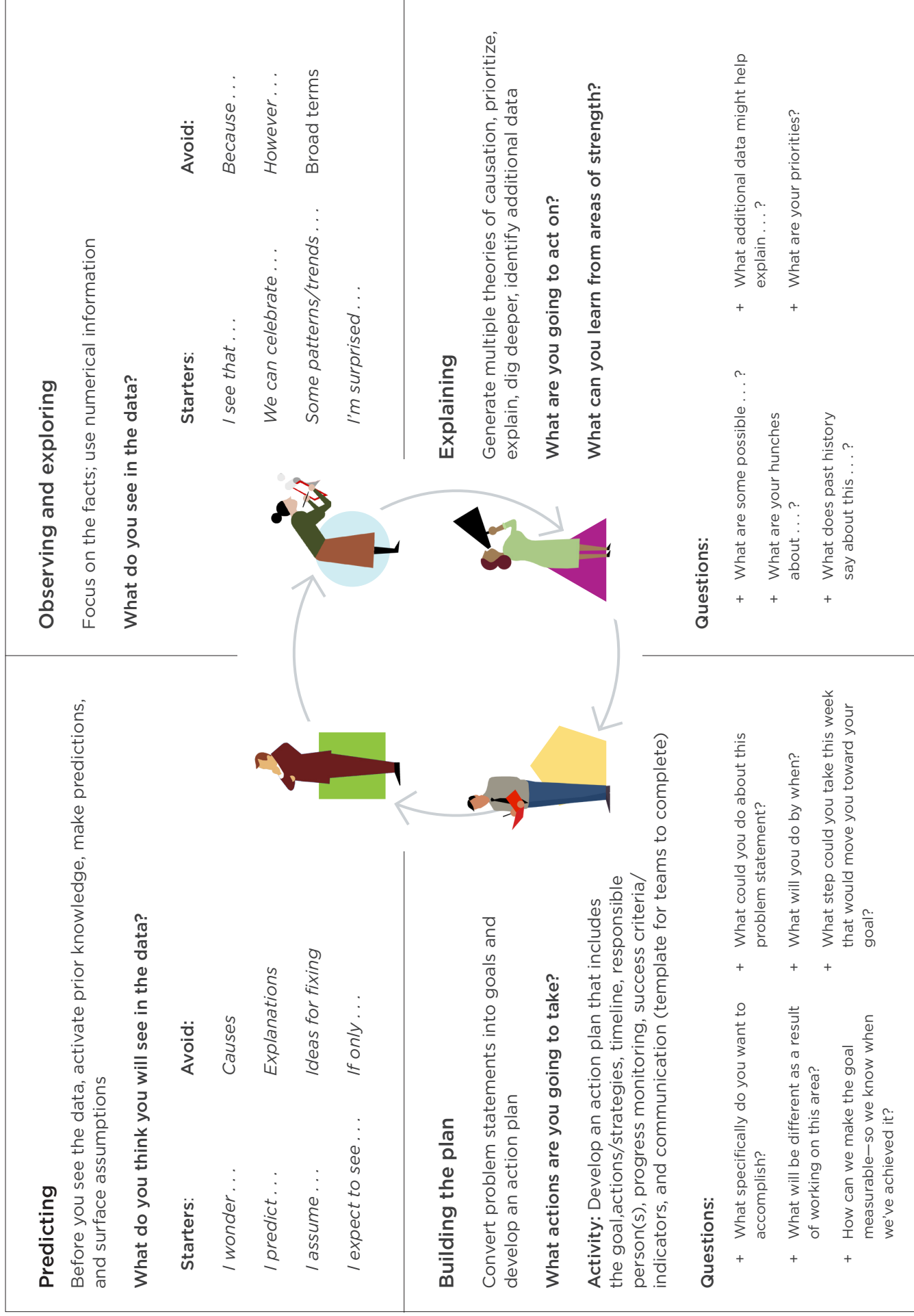
Roles	Reports/Teaching and Learning Implications
<b>Teachers/ Teacher Teams:</b>  Review data in reports and make instructional adjustments in Core Instruction to personalize learning for all students.	<b>Reports</b> <ul style="list-style-type: none"> <li>Class Reports: <a href="#">MAP: Link to Class Report</a></li> <li>Achievement Status and Growth Reports: <a href="#">ASG Summary with Quadrant Chart Video</a></li> <li>Student Profile Report: <a href="#">MAP: Link to Student Profile Report</a></li> <li>Student Progress Report: <a href="#">MAP: Student Progress Report</a></li> </ul> <b>PLC Questions</b> <ul style="list-style-type: none"> <li>What does the data show are our strengths and areas of need?</li> <li>Did we meet our growth targets? Why or why not?</li> <li>Were our instructional strategies effective? How do we know?</li> <li>How are we using the Student Profile Report and Learning Continuum to Personalize Learning?</li> <li>How are we going to continue to monitor, adjust, and regroup our students based on the data?</li> </ul> <b>Instructional Implications</b> <ul style="list-style-type: none"> <li>Adjust core instruction.</li> <li>Utilize flexible groups.</li> <li>Increase personalized learning time.</li> </ul> Students using their own data video: <a href="https://eleducation.org/resources/students-own-their-progress">https://eleducation.org/resources/students-own-their-progress</a>
<b>Coaches/ Teacher Leaders:</b>  Support teaching and learning in classrooms to support personalized learning.	<b>Reports</b> <ul style="list-style-type: none"> <li>Class Reports: <a href="#">MAP: Link to Class Report</a></li> <li>Grade Report: <a href="#">Grade Report Video</a></li> </ul> <b>PLC Facilitation</b> <ul style="list-style-type: none"> <li>Assist teachers in reviewing the data from the reports to review and plan for PLC discussions. (<b>See PLC questions above.</b>)</li> <li>Assist teachers in planning for core instruction and flexible groups based on student data and the <b>Learning Continuum</b>.</li> <li>Assist teachers in designing lessons within the strands based on class-by-class and schoolwide trends for targeting outcomes.</li> </ul>
<b>Principals:</b>  Review school-level data and support teachers in making instructional adjustments to support personalized learning time for students.	<b>Reports</b> <ul style="list-style-type: none"> <li>Student Growth Summary Report: <a href="#">MAP Student Growth Summary Report</a></li> <li>Grade Breakdown Report: <a href="#">MAP: Link to Class Breakdown Reports</a></li> <li>Grade Report: <a href="#">Grade Report</a></li> </ul> <b>Questions</b> <ul style="list-style-type: none"> <li>What grade levels met their growth projection?</li> <li>What classes met their growth projection?</li> <li>Did our school meet its growth projection?</li> <li>What adjustments need to be made for the remainder of the school year?</li> </ul> <b>To Do</b> <ul style="list-style-type: none"> <li>Identify the successful strategies and practices within the highest levels of growth.</li> <li>Support teachers in increasing personalized learning time.</li> <li>Plan professional learning for teachers.</li> </ul>
<b>All</b>	<ul style="list-style-type: none"> <li><b>Average Growth:</b> 50th percentile</li> <li><b>Below Average Growth:</b> Less than 50th percentile</li> </ul> If a student is below the average achievement level, the student will need more than average growth to catch up.

## Using MAP Data to Inform Instructional Practices for Personalized Learning

Roles	Reports/Teaching and Learning Implications
<b>Teachers/Teacher Teams:</b>  Review data in reports and make instructional adjustments in Core Instruction to personalize learning for all students.	<b>Reports</b> <ul style="list-style-type: none"> <li>Class Reports: <a href="#">MAP: Link to Class Report</a></li> <li>Achievement Status and Growth Reports: <a href="#">ASG Summary with Quadrant Chart Video</a></li> <li>Student Profile Report: <a href="#">MAP: Link to Student Profile Report</a></li> <li>Student Progress Report: <a href="#">MAP: Student Progress Report</a></li> </ul> <b>PLC Questions</b> <ul style="list-style-type: none"> <li>What does the data show are our strengths and areas of need?</li> <li>Did we meet our growth targets? Why or why not?</li> <li>Were our instructional strategies effective? How do we know?</li> <li>What adjustments need to be made for next year?</li> </ul> <b>Instructional Implications</b> <a href="#">MAP: Ways to Impact Teaching and Learning</a> <ul style="list-style-type: none"> <li>Adjust core instruction.</li> <li>Utilize flexible groups.</li> <li>Increase personalized learning time.</li> </ul> <p>Students using their own data video: <a href="https://eleducation.org/resources/students-own-their-progress">https://eleducation.org/resources/students-own-their-progress</a></p>
<b>Coaches/Teacher Leaders:</b>  Support teaching and learning in classrooms to support personalized learning.	<b>Reports</b> <ul style="list-style-type: none"> <li>Class Reports: <a href="#">MAP: Link to Class Report</a></li> <li>Grade Report: <a href="#">Grade Report Video</a></li> </ul> <b>PLC Facilitation</b> <ul style="list-style-type: none"> <li>Assist teachers in reviewing the data from the reports to review and plan for PLC discussions. (See PLC questions above.)</li> <li>Assist teachers in planning for core instruction and flexible groups based on student data and the <b>Learning Continuum</b>.</li> <li>Assist teachers in designing lessons within the strands based on class-by-class and schoolwide trends for targeting outcomes.</li> </ul>
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<b>All</b>	<ul style="list-style-type: none"> <li><b>Average Growth:</b> 50th percentile</li> <li><b>Below Average Growth:</b> Less than 50th percentile</li> </ul> <p>If a student is below the average achievement level, the student will need more than average growth to catch up.</p>



# Data Conversation Process



# Planning for MAP Instruction

MAP is an assessment that measures what a student knows and is ready to learn. Using MAP data will inform standards-driven core instruction and enhance the teaching/learning cycle.

This chart illustrates a sample process a classroom teacher could use to inform small-group instruction using MAP data. This process occurs during the core instructional time each day.



# Accommodation Guidelines

# CCS MAP Accommodations and Special Populations Guide

## IEP, 504 Plan, and/or PSPs

Accommodation	Reading	Math	Notes
Reader	No	Yes	The test proctor can assign text to speech for a reader for a student per the IEP, 504 Plan, or PSP.
Scribe	Yes	Yes	<ul style="list-style-type: none"> <li>The student may dictate their responses to an accommodator who records verbatim what the student dictates.</li> <li>An adult may provide or assist with keyboarding for a student with any physical issues preventing them from keyboarding independently (e.g., physical disability, arm/hand/wrist in cast).</li> <li>If this accommodation is used, a one-on-one testing environment will be required so other students cannot overhear student verbal responses.</li> </ul>
Calculator	N/A	Yes	<ul style="list-style-type: none"> <li>All students can access an on-screen calculator for calculator-allowed items.</li> <li>Handheld calculators can be provided for students with this accommodation listed on their IEP and/or 504 Plan for all items.</li> </ul>
Bilingual Dictionary	Yes	Yes	<ul style="list-style-type: none"> <li>A student can use a bilingual/dual language word-to-word dictionary as a language support.</li> <li>No definitions are allowed.</li> <li>Printed or electronic versions both are allowable.</li> </ul>
Use of Technology	Yes	Yes	Students with an IEP and/or 504 Plan can use assistive technology, which includes supports such as typing on customized keyboards; assistance with using a mouse, mouth or head stick, or other pointing devices; sticky keys; touch screen; and trackball.
Extended Time	Yes	Yes	<p>Students should be productively working in order to receive extended time if needed.</p> <p>» Time and a half or double time are allowed per the student's IEP, 504 Plan, or PSP.</p>
Math Manipulatives	N/A	Yes	Math manipulatives (using the guidelines from the Inclusion of Special Population regulation) are allowed on the MAP math test per the student's IEP or 504 Plan.
Oral Native Language Support	Yes (Directions Only)	Yes	<ul style="list-style-type: none"> <li><b>Reading—Only</b> directions may be shared in native language per a student's PSP. The purpose of this assessment is to gain authentic knowledge about a student's English reading ability.</li> <li><b>Math</b>—The oral native language accommodation is allowed on the MAP Math test per a student's PSP.</li> </ul>
Paraphrasing or Simplified Language	Yes	Yes	<b>Only</b> directions may be paraphrased or simplified per a student's IEP, 504 Plan, or PSP.
Screen Readers	Yes	Yes	There is a screen reader available for visually impaired students. Please refer to NWEA's Accessibility and Accommodations FAQs.

# Special Populations Guidance

**Low-Incidence Students** (ECE) projected to participate, or currently participating, in Alternate K-PREP will not be screened with MAP.

**Medically Fragile Students** in home/hospital settings, psychiatric settings, medical settings, or who would otherwise qualify for a medical non-participation on a state assessment will not be screened.

## English Learners

- First-year EL students who will qualify for a first-year EL non-participation on the state assessment are not required to participate in MAP testing.
- EL students scoring 2.0 overall composite or below on the most recent ACCESS for ELLs assessment will not be assessed.
- Schools may elect to administer the reading and/or math test to specific EL students if deemed appropriate.

## Deaf or Hard-of-Hearing Students

- Grades K–2: Reading and Math—Anything that a hearing student can listen to through headphones should be presented in sign language. For students who communicate orally, the test should be presented through oral interpretation.
- Grades 3–12: Higher Reading—No accommodations are allowed on the MAP Reading test.
  - Math: For students who communicate through sign language and have “Reader” on their IEP, 504 Plan, or PSP, the test may be presented in sign language.
  - For students who communicate orally and have “Reader” on their IEP or 504 Plan, the test may be presented orally.

## Visually Impaired Students

- The Accessible Version of the test is available for visually impaired students.

## Additional Resources:

[Accessibility and accommodations in MAP Growth](#)

# Information for Proctors

# TESTING TIPS FOR MAP GROWTH

## Student Directions Script

### For all students, say:

Give your best effort on this test. It is a chance to show how much you know. Your teacher can use it to choose what you are ready to learn next. This is not a timed test, so it's important to take your time to understand each question before answering. Some questions will be easy, and others will be more difficult. It's okay not to know all of the answers. If you are not sure how to answer a question, then ask yourself which answers are definitely wrong, and choose from the other answers. Read every question and try your best.

Before you finish a question, you may change your mind and pick a different answer. But, once you move to the next question, your answer is locked, and you cannot go back to the question you have already answered.

I'm here to help if there is a problem with the test. If something is missing or if the test tells you to slow down, then raise your hand.

### If testing grade 2+ math, say:

On some (but not all) test questions, a calculator tool appears at the top. You can click the calculator picture to open an on-screen calculator that helps you answer the question.

If you are not sure about a word in a question, raise your hand for help. I can pronounce the word for you, but I cannot tell you what the word means or explain any math symbols.

### If testing grade 2+ reading or language usage, say:

If a reading passage is too long to fit on the screen, use the scroll bar on the right side of the passage to scroll down and display the rest of the passage and questions about it.

Sometimes a passage appears again and again, but look carefully, because you will see different questions for the same passage.

## Student Sign-In Tips

For standard sign-in instructions, see the [Proctor Quick Start](#).

### Student missing from Sign In

—or—

### Student can't re-join

The student's status must be **Awaiting Student** in order to appear. On your **Proctor console**, select an action depending on the **Status**:

- **Confirmed:** Choose **Select Action > Do Not Confirm** (you will confirm again later)
- **Testing:** Choose **Select Action > Suspend**
  - Once suspended, choose **Select Action > Test Again**
- **Suspended:** Choose **Select Action > Test Again**

Ask the student to log in again, and then confirm as usual.

### Wrong test assigned—how do I switch tests?

1. Select the student and click **Select Action**.
2. If the status is *To Be Confirmed*, choose **Do Not Confirm**.  
—or—
3. If the status is *Testing*, choose either **Suspend** or **Terminate**:  
Use Suspend if the student *might* need to take the test later this term.  
Use Terminate if you know the student will not need the test later this term. Caution: Terminate removes all responses and potentially blocks students from joining that test for the rest of the term.
4. Click **Select Action > Test Again**.
5. When the status changes to *Awaiting Student*, assign the correct test.
6. Have the student sign in again.

### If screen resolution is incorrect

The minimum required screen resolution is 1024x728, with the browser set to full screen and no zoom. Change the device display settings and, if needed, the browser display.

### If “Students are Ineligible to Test” appears

Because of district settings, you cannot test the students (usually because the test was restricted to Once Per Term). Consult your school leaders, who can make any needed adjustments.

### If “Action Needed to Continue” appears

The options you have include:

- **Resume Test:** Continues a suspended test.
- **Start Test Over:** Starts the test over from the first question and terminates the original test, discarding any answers given. Use caution because it could also block the student from testing if the test has the Once Per Term restriction.
- **Do Not Confirm:** Terminates the original test and restricts the student from taking the test again this term.
- **Cancel:** Will close this prompt and you still cannot confirm the student for testing.



## Test Question Issues

### Testing is slow

On the **student testing device**, click **Reset**. On desktops, you can also use the keyboard command:



Dan (Gr 3) S

**F5** (Win) or **Command+R** (Mac)

### Question appears blank (white screen)

—or—

“Please raise your hand” appears

1. On your **Proctor console**, with a student selected, choose **Select Action > Suspend**.
2. On the **student device**, close the testing browser.  
PC or Mac — iPad — Chromebook —  
Click the **X** at top Use the **Home** button Click the **X** or **Shift+Alt+K**
3. On your **Proctor console**, select the student again and choose **Select Action > Test Again**.
4. On the **student testing device**, restart the testing browser and join the test again. The test continues where the student left it.

### Need to skip a broken question

1. On the **Proctor console**, with the student selected, choose **Select Action > Pause**.
2. Select the student again and then choose **Select Action > Resume**.
3. After the **student** clicks **Resume**, a new question appears.

### Report a broken question to NWEA

1. On your **Proctor console**, obtain the **Proctor PIN** (upper right).
2. On the **student testing device**, type: **Ctrl+Shift+P** (or Ctrl+Shift+L).
3. In the window that appears, type the PIN code.
4. Type a description of the problem with the test question.  
**Note:** You do not need to include the test name or question number.
5. Click **Resume Test**.  
The MAP system sends the report to NWEA to be addressed (a “problem item report”), and the test resumes with the next question.

## Test Engagement and Rapid Guessing

This feature applies to most MAP Growth and Screening tests, but not to Skills Checklist tests.

### Proctor role in test engagement

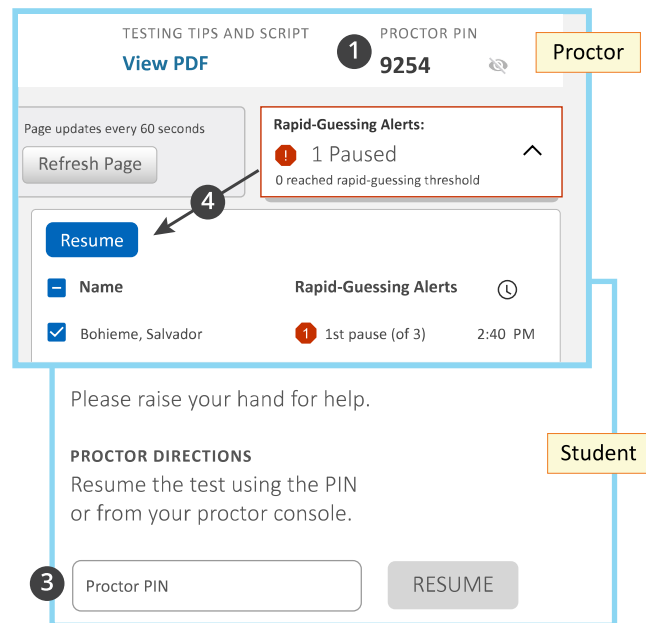
By helping students stay engaged in their test, you help ensure the assessment will better represent the students’ abilities and needs. Before testing, clarify with students the purpose of MAP Growth and the importance of taking time on every test question. During testing, check the rapid-guessing alerts on the Proctor console.

A *rapid guess* means the student answered well below the average response time measured by NWEA for each test question. The response is so fast that the student could not have viewed the question completely.

## First pause— what to do

When a student rapid-guesses multiple times, the test automatically pauses, and an alert soon appears on the Proctor console. The best way to help students reengage will vary for each student:

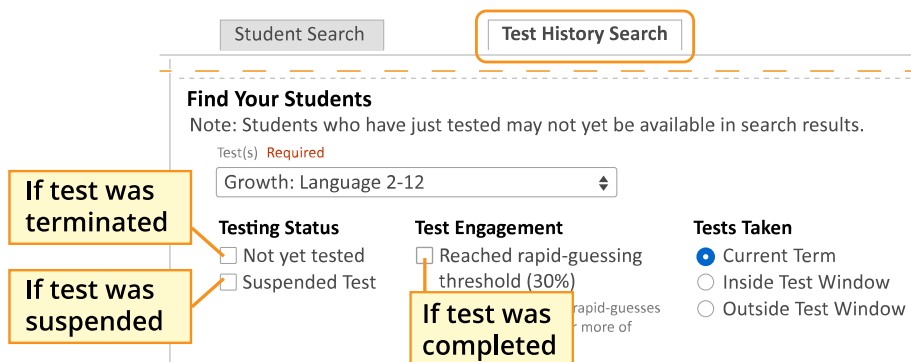
1. For convenience, obtain or memorize the Proctor PIN for this testing session.
2. Approach quietly and encourage the student to take the time to think of the best answer for every question.  
Avoid helping the student answer the test questions.
3. When the student is ready, type the PIN on the student's testing device—the test resumes with the next question.
4. Or, for multiple students, use controls on your console (click the alert box, select names, and click **Resume**).



## Repeated alerts— what to do

If a student continues to rapid-guess multiple times, the test will pause again. Short tests like Screening have a total of 2 pauses and longer tests like Growth have 3, with the final pause at the rapid-guessing threshold (30% of questions possible on the test). Follow these best practices:

- As soon as possible, decide whether to continue the student's test another day, when the student is able to reengage. If so, then **Suspend** the test.
- Before ending the testing session, click **Download Session Progress** to keep track of the student's rapid guesses:
- For excessive rapid guessing, discuss with school leaders whether to start the test over (a retest).
- When you continue testing or if you retest, click **Find Students to Test**, open the **Test History Search** tab, and use the applicable search filters:



- If a student reached the rapid-guessing threshold and if your leaders agreed to retest, then choose **Start Test Over** at the confirmation prompt. Otherwise, choose **Resume**.
- Note:** Do not expect to see last question number or rapid-guessing count listed with the student.

## Continuing Suspended Tests

**Note:** Students should continue tests within 14 days, although the maximum is 28.

### Continue same day, same session

1. With the testing session still open, select the students with Suspended status.
2. Click **Select Action** and choose **Test Again**.

### Continue another day, same session

If you know most of the same students in your testing session will return, you could save the session and reopen it later. Under Manage Testing Sessions, select the session you saved and click **Test Now**.

The Status for everyone will be Awaiting Student, meaning they can now sign in to the session. The session password would be new while the session name remains the same. When prompted, select **Resume Test** and click **Submit**.

### Continue another day, new make-up session

In a new make-up session, you can include a mix of students, those who need to finish testing and those who have not yet tested.

1. Under **Manage Test Sessions**, click **Find Students to Test**.
2. Open the **Test History Search** tab.
3. Select School, Test, and other search filters.
4. Click **Search** and then, from the pop-up list, click **Add Students**.  
To help find students, you can sort by the **Test Event Start Date** column.
5. **Important:** Select students and click **Assign Test** and, if needed, **Assign Accommodations**.
6. Click **Test Now**.  
**Note:** The Status will change to Awaiting Student for everyone, meaning they can now sign into the session. The question numbers will also be blank.
7. While confirming students, choose **Resume Test** when prompted.

**NWEA Support:** 877-469-3287 or [community.nwea.org](https://community.nwea.org) > Support

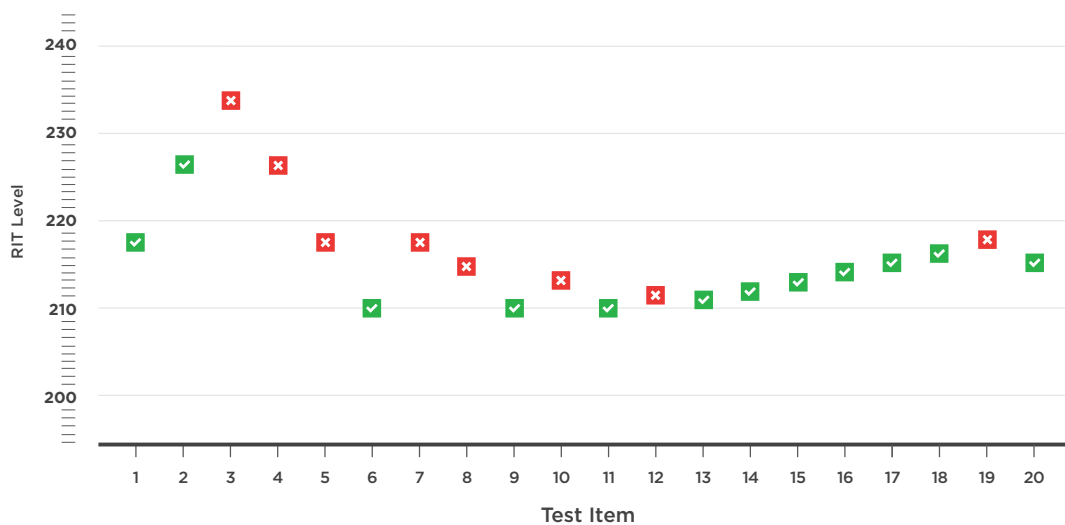
# Family Information

# A family guide to MAP Growth

Children learn better—and faster—when teachers have a clear picture of what each student knows and is ready to learn next. That's why a group of educators and researchers founded NWEA®, a not-for-profit organization that has created some of the most trusted and reliable assessment solutions available. More than 11 million students in the US and in 140 countries worldwide use MAP® Growth™.

## How it works

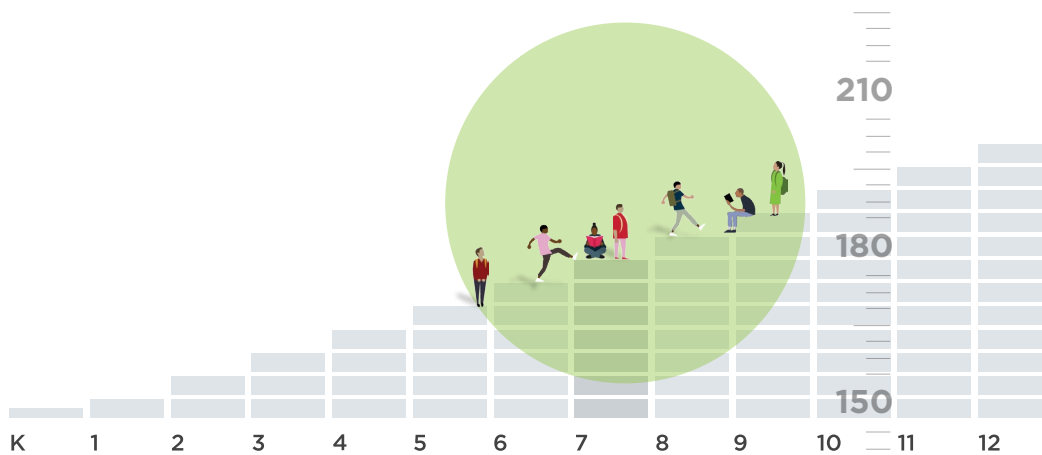
MAP Growth is a computer-adaptive test. If your child answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. This type of assessment challenges top performers without overwhelming students whose skills are below grade level.



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.

## Your child's RIT score

RIT scores have the same meaning across grade levels. 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 scale allows teachers to accurately measure each student's academic growth throughout the school year and over time.

You can use your child's RIT score to help them meet their goals. For example, students can enter their RIT scores into our college explorer tool to see which colleges and universities they're on track to enter. You can also check out online resources that use RIT scores to provide students with book recommendations and web-based exercises, such as [YourReadingPath.com](https://www.yourreadingpath.com) and [KhanAcademy.org](https://www.khanacademy.org).

**"MAP Growth is important because it allows my teacher and me to see how much I know and my percentile growth. In math, my score used to be 227 (70th percentile), but it is now 240 (87th percentile). I didn't know I was capable of so much growth, but in the end I was."**

**Kayla, 6th grade**  
Santa Ana, CA

## COMMON QUESTIONS

<b>How do schools and teachers use MAP Growth scores?</b>	Teachers can use the score to inform instruction, personalize learning, and monitor the growth of individual students. Principals and administrators can use the scores to see the performance and progress of a grade level, school, or the entire district.
<b>Can MAP Growth tell me if my child is working at grade level?</b>	Yes, but please note that MAP Growth scores are just one data point that teachers use to determine how a student is performing. Please discuss any questions that you have about your child's performance with their teacher.
<b>How often will my child take MAP Growth tests?</b>	Most schools give MAP Growth tests to students at the beginning, middle, and end of the school year (in the fall, winter, and spring). Some schools choose to administer tests only twice a year.
<b>What are norms?</b>	NWEA provides schools with norms by utilizing anonymous data from more than 10 million students around the US. Knowing the top, middle, and bottom scores of all these students combined allows teachers to compare where your child is to other students and help them grow. In addition, NWEA provides comparison data for private, accredited, English-based, international schools using MAP Growth outside the US.
<b>Is MAP Growth a standardized test?</b>	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. Teachers also receive results right away, which enables them to react more quickly.
<b>What types of questions are on MAP Growth tests?</b>	The MAP Growth tests include multiple choice, drag-and-drop, and other types of questions. For sample tests, visit <a href="https://www.warmup.nwea.org">Warmup.NWEA.org</a> .

**For tips on getting ready for MAP Growth testing, check out our blog:**

**[nwea.org/blog/category/supporting-families](https://nwea.org/blog/category/supporting-families)**

**Find more family resources at [nwea.org/familytoolkit](https://nwea.org/familytoolkit)**



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](https://www.nwea.org) to find out how NWEA can partner with you to help all kids learn.

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OUR COMMUNITY. OUR SCHOOLS.  
OUR COMMITMENT.