NWEA™

Northwest Evaluation Association

Partnering to help all kids learn®

MAP®
Archdiocese of Boston

Foundations/Purpose for MAP

Setting the Stage

- Welcome and introductions
- Structure and Shared Agenda for the day
- Materials review

Northwest Evaluation Association™ (NWEA™)

- Our mission: *Partnering to help all kids learn®*
- Our purpose: Growth and improvement of learning

Making Connections

- Adaptive Assessment
- RIT Scale: Student RIT Scores
- Normative Data
- Learning Continuum
- Instructional Level vs. Mastery
- MAP for Primary Grades

Goal Focused Planning

At your tables have a 2 minute discussion about what you believe to be the big goal or the purpose and intent for choosing an adaptive assessment (MAP) for RCAB.

Features of MAP® Assessments

- Challenging, appropriate, and dynamic
- Immediate results for students
- Untimed
- Accurate data
- Frequency of assessment
- What else?

Build Your Hallway Speech

- When someone at school tomorrow asks you about MAP, how might you explain it?
  - Connect two or more big ideas to keep it short.
  - This speech is only your first draft. We will add to and refine it as the day progresses.

MAP® Assessments

MAP Subscription

- Reading
  - Grades 2-5
  - Grades 6+
- Language Usage
- Mathematics
  - Grades 2-5
  - Grades 6+
  - End-of-Course Assessments

Optional Purchase

- MAP for Primary Grades
- MAP for Science

Characteristics of MAP® Data and Resources

- Measures growth and identifies instructional level
- Information that informs instructional decisions
- Immediate data and dynamic, interactive reports
- Partner Support documents and tools
- Online support community
- What else?

Web-Based MAP

Key Instructor Roles Before Testing

- Preparing students
  - What important things do they need to know?
  - What might motivate them?
- Communicating with parents
  - What important things do they need to know?
  - How can they support their children and us?

Fill in the first column on the *Engaging Students and Parents* page in your workbook.

Addressing Student Needs

- Review Accommodations Guidelines in the Proctor Help Center in MARC
- What might your students need that aren’t listed?

Uses of Data from MAP® Assessments

- Finding gaps
- Monitoring progress
- Monitoring programs
- Conferencing
- Informing instructional decisions
- What else?

Possibilities

- Think about ways to use your data for:
  - Your School
  - Grade levels
  - Whole-class goal setting
  - Individual goal setting and supporting goals
  - Differentiation

Create a Draft Plan for Planning Forward (Goal Focused Plan)

- What are the goals that support our big goal? (3)
- What are the outcomes that emerge from those steps? (3)
- What professional practices will move us toward those outcomes? (2)
- How will we structure professional learning to support those professional practices. (1)

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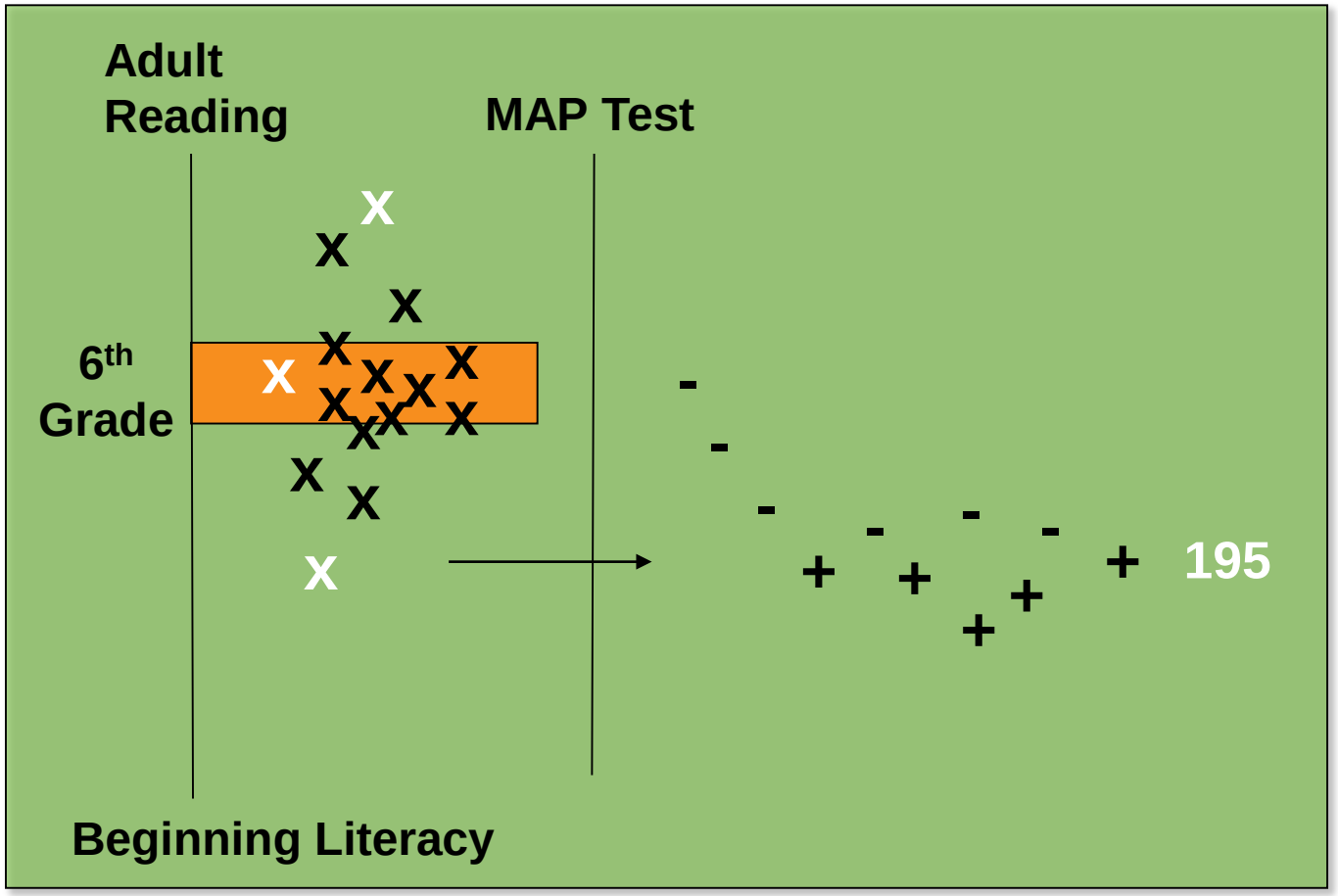
Thank you for your attention and hard work.

Please keep your *Goal Focused Planning* document on hand for future Professional Developments.

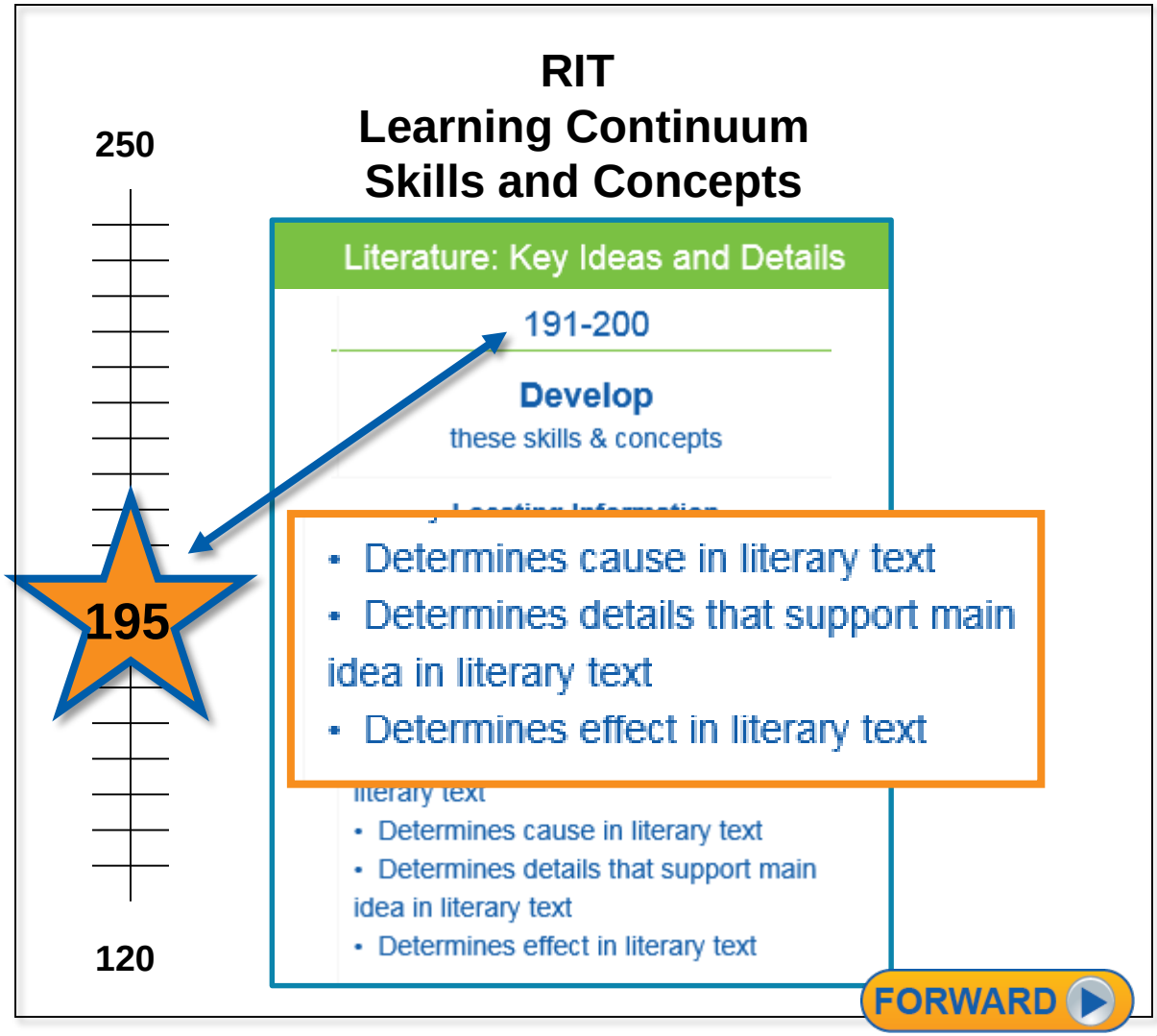
The MAP® Adaptive Assessment



BACK

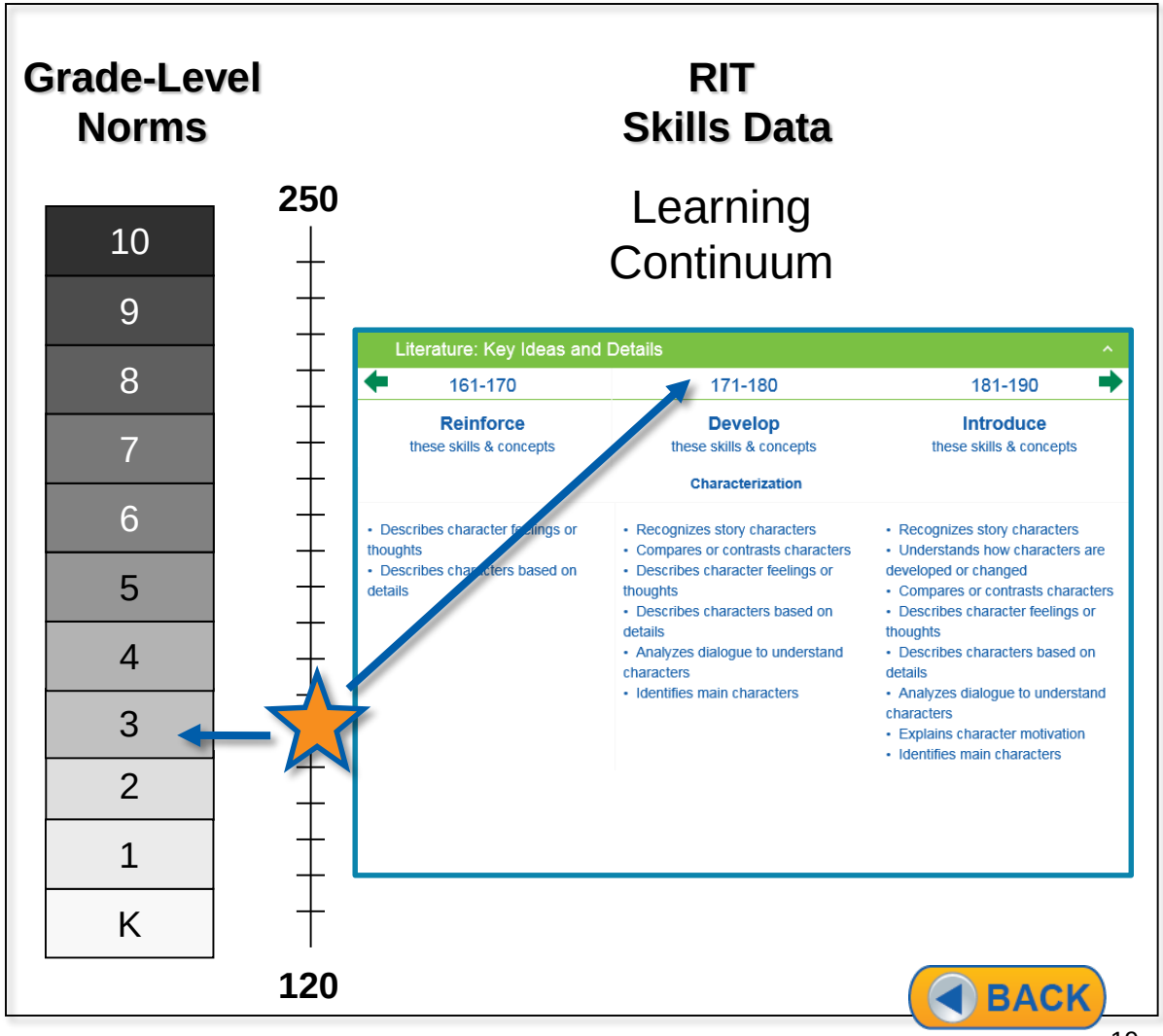
Ready for Instruction Today

- Ready for
- Instruction
- Today



Rasch unIT (RIT) Scale

- Achievement scale is an equal-interval scale
- Used to show growth over time
- Independent of grade level



Normative Data: Bringing Context to the Data

- Grade-level norms
  - Typical performance
  - Beginning-of-Year, Middle-of-Year, and End-of-Year

2011 READING STATUS NORMS (RIT VALUES)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
K	142.5	151.0	157.7
1	160.3	170.7	176.9
2	175.9	183.6	189.6
3	189.9	194.6	199.2
4	199.8	203.2	206.7
5	207.1	209.8	212.3
6	212.3	214.3	216.4
7	216.3	218.2	219.7
8	219.3	221.2	222.4
9	221.4	221.9	222.9
10	223.2	223.4	223.8
11	223.4	223.5	223.7

FORWARD

NWEA™ Research

- What are ~~expected~~ typical RIT and growth scores?
- Normative Data, grades K-10
- Linking Studies
  - Aligns RIT scale with state proficiency benchmarks
  - Progress and your state standards
- NWEA Goal Structures

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Progress and Standards

Reading Goal Structure	Reading Learning Continuum	Reading Report Names
Vocabulary Acquisition and Use	**Vocabulary Acquisition and Use**	**Vocabulary**
Context Clues and Reference: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate. Acquire grade-appropriate general academic and domain-specific words and phrases.	Context Clues and Reference	
Word Relationships and Nuance: Demonstrate understanding of word relationships and nuances in word meanings. Use the relationship between particular words (synonyms, antonyms, homographs, cause/effect, item/category, analogy) to better understand words. Acquire grade-appropriate general academic and domain-specific words and phrases.	Word Relationships and Nuance	

these

Word

- Identifies sy
in the 6-8 grad
- Identifies sy
in the 9-12 grade band
- Identifies words or phrases in context that show a cause-effect relationship
- Identifies words that complete given analogies
- Uses synonym relationships in context to determine word meanings
- Identifies antonyms of given words in the 6-8 grade band
- Identifies antonyms of given words in the 9-12 grade band

Word Relationships and Nuance

211-220	221-230	231-240
Reinforce these skills & concepts	**Develop** these skills & concepts	**Introduce** these skills & concepts
	Word Relationships	
• Identifies synonyms of given words in the 6-8 grade band • Identifies synonyms of given words in the 9-12 grade band • Identifies words or phrases in context that show a cause-effect relationship • Identifies words that complete given analogies • Recognizes when words show an item-and-category relationship • Uses context to identify words that are synonyms in the 2-5 grade band • Uses synonym relationships in context to determine word meanings	• Identifies synonyms of given words in the 6-8 grade band • Identifies synonyms of given words in the 9-12 grade band • Identifies words or phrases in context that show a cause-effect relationship • Identifies words that complete given analogies • Uses synonym relationships in context to determine word meanings • Identifies antonyms of given words in the 6-8 grade band • Identifies antonyms of given words in the 9-12 grade band	• Identifies synonyms of given words in the 9-12 grade band • Identifies words or phrases in context that show a cause-effect relationship • Identifies antonyms of given words in the 9-12 grade band

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Learning Continuum – Test View

Subject: Mathematics

Goal: Measurement and Data

Sub-goal:
- Geometric Measurement and Problem Solving

Topics:
- Length
- Capacity
- Weight/Mass

131-140 | 141-150 | 151-160 | 161-170 | 171-180 | 181-190 | 191-200 | 201-210 | 211-220 | 221-230

Measurement and Data

Geometric Measurement and Problem Solving

181-190	191-200	201-210
Reinforce these skills & concepts	**Develop** these skills & concepts	**Introduce** these skills & concepts
Length		
• Knows the appropriate customary unit or tool to measure length • Understands that the measurement of an object will change depending upon the units used to measure it • Completes simple conversions of customary units of length	• Knows the appropriate customary unit or tool to measure length • Measures length, width, or height in nonstandard units • Completes simple conversions of customary units of length	• Knows the appropriate metric unit or tool to measure length • Solves multi-step length word problems involving whole numbers and conversion of customary units • Understands measurement involving rulers • Completes complex conversions of customary units of length involving fractions, decimals, or more than two units • Completes simple conversions of customary units of length
Capacity		
	• Completes simple conversions of customary units of capacity	• Knows relative sizes of metric units of capacity • Completes simple conversions of customary units of capacity
Weight/Mass		
• Measures the mass of objects in metric units	• Completes simple conversions of customary units of weight	• Com customary units of weight • Estimates the mass of objects in

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Learning Continuum – Class View

Learning Continuum - Class View

4th Grade Homeroom

MAP: Math 2-5 Common Core 2010 V2

Edit Display Options

Measurement and Data

Geometric Measurement and Problem Solving

161-170		No students
171-180	**Perimeter/Circumference** • Determines perimeters of basic polygons with all sides labeled	J.A. Cambridge Overall: 183; Goal Range: 163-177
181-190	**Perimeter/Circumference** • Determines perimeters of basic polygons with all sides labeled	No students
191-200	**Perimeter/Circumference** • Solves real-world and mathematical problems involving perimeters of rectangles • Determines perimeters of basic polygons in which not all sides are labeled • Determines perimeters of basic polygons with all sides labeled	E.H. Orton Overall: 189; Goal Range: 185-196 L.L. Wojnarowski Overall: 195; Goal Range: 191-202 A.H. Frisino Overall: 198; Goal Range: 187-199 D.H. Engles Overall: 200; Goal Range: 189-201
201-210	**Perimeter/Circumference** • Solves real-world and mathematical problems involving perimeters of rectangles • Determines perimeters of basic polygons in which not all sides are labeled • Determines side lengths given the perimeter of rectangles	J.L. Russell Overall: 198; Goal Range: 201-213 L.E. Kong Overall: 205; Goal Range: 198-210 J.B. Ramirez Overall: 208; Goal Range: 198-210
211-220	**Perimeter/Circumference** • Solves real-world and mathematical problems involving perimeters of rectangles • Counts to find perimeters of complex figures • Describes the effect on perimeter when dimensions of a polygon are changed • Determines perimeters of basic polygons in which not all sides are labeled • Determines side lengths given the perimeter of rectangles	R.N. Sandoval Overall: 212; Goal Range: 210-221 M.G. Moyer Overall: 213; Goal Range: 206-218

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Instructional Level vs. Mastery

The MAP assessment:

- Provides information about the *instructional level* of the student.
- Provides a road map for students toward achieving mastery.
- Is not a test for determining mastery of skills.

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Types of Assessments

Survey with Goals

- Between 40-64 questions
- Overall score for subject
- Goal area scores
- Average time for each test: 50 minutes

Survey

- 20 questions
- Overall score for subject
- No goal area scores
- Average time for each test: 20 minutes

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MAP® for Primary Grades Assessments

- Designed for K-2
- Expands RIT scale to lower levels
- Uses enhanced items with audio
- Assesses Reading and Mathematics

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MAP® for Primary Grades Tiered Assessment System

- Screening Assessments (diagnostic)
  - Assesses foundational letter and number skills

- Skills Checklist Assessments (diagnostic)
  - Assesses developing literacy and numeracy skills

- Survey with Goals Assessments (adaptive)
  - Measures growth in reading and mathematics skills

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End of Course Assessments

- Algebra 1
- Algebra 2
- Geometry
- Integrated Mathematics 1 & 2
- Integrated Mathematics 3

For more information:

- NWEA.org > Assessments > MAP > End of Course Assessments in Math

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MAP® for Science Assessments

- Single scale reflects the *2012 A Framework for K-12 Science Education* and the *Next Generation Science Standards*.
  - Up to 45 test items
  - Streamlined reporting of results

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