

MAP

Measures of Academic Progress®

Mandatory Grades 1–8 *And Self-Selected High Schools*



MAP Assessment Guidelines

2016–2017



assessmentsupport@washoeschools.net

Intended Uses of MAP

WCSD's primary purpose for using Measures of Academic Progress (MAP) as an interim assessment is to determine a student's instructional level and to provide a means for viewing growth. It is one component of the district's implementation of a balanced assessment program and complements the district's continued implementation of the RTI model within MTSS.

1. MAP has the potential to realize several goals in the Envision strategic plan:
 - Provide data to deliver high-quality differentiated instruction.
 - Administer and evaluate valid assessment data to guide instruction.
 - Increase meaningful parent involvement.
2. MAP data are used to measure student's growth over the course of time.
3. MAP tests monitor a student's progress; they do not progress monitor a student.
4. MAP data are used to increase and value student learning; it is **not** only about increasing RIT scores.
5. MAP may be used to universally screen for MTSS interventions.
6. MAP tests are not classroom lessons and do not teach students the Nevada Academic Content Standards (NVACS). MAP tests measure a student's instructional level alongside the NVACS strands.

MAP Leadership Teams

The role of the MAP Leadership team is to provide important information on the implementation of MAP to site staff, guide staff through appropriate uses of MAP data, and communicate with the Department of Assessment in regard to questions or concerns about MAP administration and data. The MAP Leadership Team is made up of staff members taking on various roles. This team, led by a site administrator, should include the testing proctor, instructional/data coach, and a classroom teacher. See the table on the following page for a complete description of each leader's role.

1. Members of the MAP Leadership team should attend district provided MAP trainings.
2. Site MAP Leadership Teams are responsible for training their school staff on MAP.
3. The MAP Leadership Team contacts the WCSD Assessment Support Team at AssessmentSupport@washoeschools.net for all MAP related support questions.
4. The MAP Leadership Team must cross train staff members on MAP duties. More than one person should know how to use the MAP website, and more than one person should know how to perform proctor duties.
5. MAP Leadership Team members will receive e-mailed MAP communications from the Assessment Support Team and must disseminate applicable information to appropriate staff.

MAP School-Level Role Descriptions

School Administrator	<p>Site administrators need to understand how the MAP tests work and be able to help teachers gain this understanding and communicate it to parents. It is critical that site administrators set aside time to work with teachers on the MAP data they receive in order to understand the data and use it to make instructional decisions.</p>	<ul style="list-style-type: none"> ■ Establish the local testing schedule for one subject per week and allow for approximately 90 minutes between testing groups. ■ Remind office staff to make any pre-determined bell schedule accommodations for the testing days and to hold PA announcements to a minimum. ■ Provide on-site professional development to build the capacity of teachers to deliver effective instruction using MAP data.
Data Leader	<p>Data leaders must understand how the tests work and promote a good attitude about MAP. They need to understand the value of the data they will receive and understand how the teachers will use it. Coaches and Intervention Specialists are ideal for this role, but sometimes the most effective data leader is the site administrator who often may assume multiple roles in the MAP leadership model.</p>	<ul style="list-style-type: none"> ■ Work closely with the WCSD Assessment Support Team for answers about using MAP data, NWEA guidelines, and WCSD guidelines on the use of MAP data. ■ Work closely with teachers to promote the access and use of online reports and resources; assist teachers as needed. ■ Provide on-site professional development to build the capacity of teachers to deliver differentiated instruction using MAP data.
Teacher	<p>It is critical that teachers understand how the tests work and promote a good attitude about MAP. Teachers need to understand the value of the data they <i>will</i> receive and understand how they will use it. Teachers need to talk with students about the purpose of the tests and the specifics of how the tests will work.</p>	<ul style="list-style-type: none"> ■ Prepare seating charts for the lab and help monitor testing in the lab.* ■ Work closely with testing proctors to make sure the experience is a positive one for students. ■ Provide time for students to take the practice MAP test. ■ Share the data with students and parents. ■ Implement necessary instructional modifications and adjustments based on the data and effectively use it to inform differentiation of instruction.
Testing Proctor	<p>The Department of Assessment recommends schools train at least two proctors as well as a substitute proctor. Logical choices for elementary schools may include the ETS or the media specialist/librarian; however, these choices have limitations and should be considered carefully. Students engaged in testing must be monitored by licensed educational personnel.</p>	<ul style="list-style-type: none"> ■ Provide teachers with a copy of the lab schedule indicating the time and date the teacher will accompany his/her group to the computer lab. ■ Work closely with teachers to make sure the experience is a positive one for students. ■ Work with the Assessment Support Team to resolve technical difficulties that occur throughout the testing window. ■ Observe and monitor students.

*Teachers as Proctors

Teachers may assume the role of a proctor to assess their classes. A generic site proctor account will be utilized for this method of administration. In addition, teachers who are proctoring MAP assessments must participate in training on how to manage a test session and conduct basic troubleshooting when errors occur.

Required MAP Tests

1. WCSD's MAP license is for:
 - Math: Grades 1–8; High Schools, by site option
 - Reading: Grades 3–8; High Schools, by site option
2. Grades 1–2 must test students on the Mathematics MAP assessment.
3. Grades K–2 must use the DRA2 as the District interim reading assessment.
4. Schools may test grades 1–2 students using MAP in reading. However, these tests must be completed within the given window as well as all other required MAP testing.

	MAP	Survey
Appropriate Timeline for Administration	<ul style="list-style-type: none"> ■ The MAP: Common Core 2010 V2 test is given only once during the WCSD's MAP fall, winter, and spring testing windows. ■ Students should not be tested more than once in a testing window, regardless of their measurement of error or RIT score. ■ The MAP: Common Core 2010 V2 test is not given outside of the established testing windows. 	<ul style="list-style-type: none"> ■ The Survey test may be given to students who enroll in the district outside of the testing window. ■ The purpose of administering this test is to gain a snapshot of a student's RIT level. The survey tests should not be given more than once to these students. ■ Survey tests are not to be used as PRE or POST MAP or used as progress monitoring tests.
Information Reported	<ul style="list-style-type: none"> ■ Overall score ■ Score ranges for each goal area ■ RIT scores uploaded to IC and BIG 	<ul style="list-style-type: none"> ■ Overall score
Maximum number of Items on Test	<ul style="list-style-type: none"> ■ Mathematics: 52 ■ Reading 42 	<ul style="list-style-type: none"> ■ 20
Approximate Time Needed to Take Test	<ul style="list-style-type: none"> ■ 65 minutes 	<ul style="list-style-type: none"> ■ 35 minutes

MAP Retest Policy

All requests to retest a student must be approved by the Assessment Support Team. Contact AssessmentSupport@washoeschools.net to request a retest. Include the student's name and ID, teacher, test name, and reason for wanting to retest the student. Each request will be considered on an individual basis. Retesting without prior approval of the Assessment Support team is a testing irregularity (see: *A Primer for Testing: Policies and Professional Expectations*).

Outside Window Testing

Students are given the MAP test only during the designated MAP fall, winter and spring windows. The only students that may be tested outside the window are those who are new to the district or those who were unable to take the MAP test during the regular window. These students will only have access to the Survey tests and only a RIT score will be reported.

MAP Data Uploads to Infinite Campus and BIG

MAP data from the math and reading assessments are posted to Infinite Campus within a week following the conclusion of all seasonal testing windows. Data may be accessed through the Student Profile, Dot report, and Student Monitoring Tool. *Data derived from the Survey tests will not be uploaded to BIG.*

Grades

MAP results or participation in the assessment should never be used for grading purposes. This is the case for regular grading as well as using results for extra credit rewards. In addition, MAP scores are reported on Infinite Campus' Parent Portal. It is not necessary to include MAP results within grade books, even as a non-graded item.

Posting MAP Scores

Although the Department of Assessment understands that schools would like to celebrate outstanding performance and growth using scores from MAP, it is not appropriate and violates FERPA law to publicly display student MAP scores in a way which may identify the student. This includes using student ID numbers. Use caution when celebrating success or displaying student level data in any form.

Test Security

Proctors and teachers must monitor students as they are testing. While doing so, keep in mind that MAP tests are secure. Test items must not be read, reviewed, copied, photographed, taught, or in any way recorded or transmitted by staff or students. Such actions must be reported as a testing irregularity.

Reporting Bad Test Items

Occasionally, a student may inform you that there is no correct answer for a particular question. For this situation, perform a Proctor interruption to report that there may be a possible problem with a test question (See NWEA's Proctor Troubleshooting and Tips Guide). Test questions from MAP should never be written down or copied.

MAP Testing for Second Grade

The Department of Assessment strongly recommends that second grade students take the Math MAP 2–5 test and NOT the MAP for Primary Grades test. For students transitioning from MAP for Primary Grades taken in spring, scores are expected to drop during the fall window. NWEA research has shown that administration of the 2-5 test in second grade produces the best results for students during the subsequent third grade fall window. In addition, students taking the MPG test as second graders had the greatest drop in RIT scores as entering third graders.

For second graders taking the math 2-5 test only, teachers may provide help with reading words in an item when students are unable to read them independently. This does not alter the validity of the math MAP test.

Recommended Usage of MAP Data for Placement Decisions

It may seem convenient to utilize only MAP data as a means for making decisions on student placement following any testing window. However, **it is poor practice to use a single measure when placing students**, especially when making decisions about placement in special programs, honors classes or intervention groups. MAP is a universal screener measuring a student's instructional level, not mastery, which implies it should be used as a starting point. Best practice is to use various types and sources of data collected at multiple points when making decisions on placement that impact a student's school career. The following table provides recommendations for utilizing other types and sources of data along with MAP data to make decisions on student placement.

Academic Grades	Research continues to show that grades are the best predictor for success in subsequent classes. Geiser and Santelices (June 2007); Kathleen Megan (February 2014)
State and District Summative Assessments	State and district summative assessments are valid and reliable measurement tools that offer student proficiency data on state standards.
Writing Sample	For English Language Arts, in particular, examining a student's writing pieces will provide valuable information on a student's ability to communicate clearly with appropriate focus, evidence, organization, language and vocabulary, and conventions.
Teacher Recommendations	Informal and formal observations by the teacher supplement assessment data by providing insight into the social emotional as well as academic performance of a student.
MAP Data	When using MAP data, instead of focusing on end of year scores, use no fewer than three consecutive or comparable windows to identify growth trends.
DRA Data	MAP data alongside mandatory DRA data may provide a more detailed picture of a student's reading performance.

Test Accommodations: MAP and MAP for Primary Grades

The adaptive nature of MAP survey with goals assessments makes them appropriate assessments for students with a wide range of skills and achievement levels. Separate accommodations to the test are considered allowable and are listed below. These accommodations impact neither the validity nor the alignment of the assessments; they do not provide assistance in understanding or solving test items. Any and all special programs students who are administered MAP or MAP for Primary Grades assessments using one or more of the accommodations listed below are subjected to the same reporting specifications as regular education students.

The Assessment Department encourages staff to provide minimal accommodations in order to gain a RIT score that reflects the student's true instructional level where no assistance is needed.

<p>Timing or Scheduling of the Assessment</p> <ul style="list-style-type: none"> ■ Extend time ■ Offer frequent breaks ■ Divide testing over several sessions ■ Administer at time of day most beneficial to student 	<p>Directions Read at the Beginning of the Test</p> <ul style="list-style-type: none"> ■ Read or reread directions to students ■ Sign directions for the deaf student ■ Translate directions orally ■ Simplify language in directions ■ Clarify directions ■ Highlight words in directions ■ Use auditory amplification devices, hearing aids, noise buffers, etc.
<p>How the Student Responds</p> <ul style="list-style-type: none"> ■ Dictate responses to a scribe * + ■ Point to responses for a scribe * + 	<p>How the Test Questions are Presented</p> <ul style="list-style-type: none"> ■ Read mathematics (not reading or language usage) text portions aloud to students * + ■ Use visual magnification devices ■ Use auditory amplification devices or noise buffers
<p>Test Setting</p> <ul style="list-style-type: none"> ■ Test an individual student in a separate setting ■ Test a small group of students in a separate, but familiar location; for example, in a Title I room or counselor's office ■ Minimize distractions; for example, use a study carrel 	<p>References and Tools</p> <ul style="list-style-type: none"> ■ Scratch paper (blank, lined, or non-labeled grid) and pencil ■ Masks or markers to limit distractions; for example, the student may use a sticky note to move down the screen as he or she is reading

* *These accommodations are allowable for Special Education students only.*

+ *Scribes, educational assistants, and other people supporting a student's test are expected to be neutral in responding to the student during test administration. Assistance in test administration must not be "leading" a student to the correct answer. The student's response must accurately represent the student's own choice.*

Accessibility Tools

Similar accessibility tools provided for a student during a state accountability test may be afforded a student during a MAP test. MAP has several embedded accessibility tools available. Proctors will need to communicate with teachers to determine which students are allowed access to specific tools. These tools include:

- **Highlighting Text:** Students may highlight text while taking the MAP test. Multiple text phrases may be highlighted and each eliminated individually.
- **Keyboard Navigation:** Students may use the keyboard to navigate within the testing browser. A guide is available.

Visually Impaired Students. Additional functionality, such as **magnification** and **color contrast**, will be available for visually impaired students. Contact Assessment Support to discuss the best solution for identified students.

Calculators. Unless a student has an IEP that specifies the use of a specialized calculator (talking, Braille for visually impaired students), it is inappropriate to use a stand-alone calculator. When appropriate for a math item, the embedded calculator tool will be provided through the MAP testing environment.

Rulers and Protractors. These tools are available for all students and embedded within the appropriate test questions.

Universal Screening & Decision Making

MAP assessments are used to determine each student’s instructional level, to measure academic growth over broad ranges of time, and to assist in informing and differentiating instruction. MAP is intended to be used in part as a universal screener that will aid site teams in determining if students are on Pathway to college and career readiness and/or if supplemental interventions are needed. The universal screening data (i.e., MAP) are used to ensure the core curriculum is resulting in success for most students. If universal screening data indicate an individual is in jeopardy of falling off the Pathway, site teams **must** review multiple data sources (curriculum-based measurement (CBM), state assessments, course grades, teacher report) to identify areas of need and to develop interventions to supplement the core.

MAP is not designed for on-going progress monitoring. Progress monitoring of basic academic skills is accomplished using Curriculum-Based Measurement (CBM) through aimswebPLUS.

To use MAP as a universal screener, begin with a list of MAP scores for an entire grade level or class.

- Identify all students performing below target MAP RIT scores as shown in the following table displaying target Reading RIT scores.

Grade	Fall	Winter	Spring
3	189	196	199
4	199	204	206
5	205	209	211
6	211	214	215
7	216	218	219
8	220	221	222

- Verify at-risk status with multiple other sources of information (e.g., CBM, state assessments, course grades, teacher report).
- If other sources confirm at-risk status, plan and provide more intensive, supplemental support with MTSS Tier interventions.
- Determine the students who need support under the MTSS framework and identify how they will be supported (i.e., Tier 1, Tier 2, or Tier 3).
- Follow the guidelines outlined on the following page to inform MTSS Tier support level.

Identification		MTSS Support
20% of Grade Level Population	Lowest 5% performing	<ul style="list-style-type: none"> ■ Tier 3: Weekly progress monitoring with CBM for targeted basic skill(s). Goal set at 25th percentile in aimswebPLUS (Goal setting may be adjusted). Move to Tier 2 when performing within range of students at Tier 2.
	Lowest 6%-20% performing	<ul style="list-style-type: none"> ■ Tier 2: At least twice monthly progress monitoring with CBM for target basic skill. Goal set at 40th percentile aimswebPLUS (Goal setting may be adjusted). Exit criteria: 40th percentile or when performing within the range of students at Tier 1.
80% of Grade Level Population	Students not meeting target, but are not within the lowest 20%	<ul style="list-style-type: none"> ■ Provide Tier 1 support in the classroom (i.e., differentiated instruction driven by assessment results) ■ Monthly progress monitoring with CBM for target basic skill. Goal set at 40th percentile aimswebPLUS (Goal setting may be adjusted). Exit criteria: 40th percentile or meets screening target. End monthly progress monitoring when student reaches 40th percentile or meets screening target. ■ Screen three times per year using MAP.
	Students meeting target	<ul style="list-style-type: none"> ■ Tier 1 differentiated instruction based on data ■ Screening three times per year using MAP.
	Students far exceeding target	<ul style="list-style-type: none"> ■ Tier 1 differentiated instruction based on data ■ Screening three times per year using MAP. ■ Consider enrichment through GATE.

NWEA's Guidance on MAP Communication with Parents

One of the most powerful allies of an educator is an informed parent who understands their child's academic needs and is in a position to reinforce what happens in the classroom. When educators share NWEA assessment data and resources with parents, the partnership that is created can be very beneficial for the student. Reports that are appropriate to share with parents (all of them are student based, not comparative to other students or teachers):

- **Individual Student Progress Report.** The Individual Student Progress Report displays current and past scores in each subject for individual students. This report displays both text and graph formats and contains explanatory notes to guide parents through the various components of the report.
- **MAP for Primary Grades Student Report.** This report is an interactive report that shows all test results for a student and tests within the selected date range.
- **Student Goal Setting Worksheet.** Educators can use the goal setting worksheets, populated with each student's most current data, to evaluate and set goals for ongoing academic growth. This will increase student self-regulated learning and ownership of MAP scores.
- **2015 Normative Data Chart.** This report is based upon the latest NWEA norms study and can bring context to the RIT scores referenced on assessment reports.
- **RIT Reference Charts.** These charts are available online and provide parents and educators insight into the kinds of work that students can do at various points along the RIT scale.

NWEA also suggests the following regarding Parent-Teacher Conferences:

“When parents come in for a 15–20 minute conference, you won’t want to spend much more than five minutes talking about MAP test scores. You can let the parents know how the student is performing in relation to the district scores for that grade. For example, you could say “Your student is performing at a very high level for a typical sixth grader.” You can share your class goal with the parents as well as the student’s own goal. Then give them a couple of ways they can help their child at home on the student’s chosen goal. Make sure they are simple, but effective, strategies the parents can use. If parents want to know a reference for where other students are performing, show them. You can use the [RIT Reference Charts](#) to show parents where their child is performing and where the rest of the class is performing. You can say, “Children meeting NVACS typically perform around here. Your child is performing here.” You can use the medians from the NWEA norms or from your district norms as the reference.”

WCSD's MAP Resources for Parents

WCSD provides a variety of resources specifically designed for parents. Please refer parents to WCSD's MAP Guide for Parents webpage to access resources other than student reports. Information is provided in both English and Spanish.

washoeschools.net/Page/853

Recommended Reports for Teachers

Teacher reports are accessed within the MAP website. They may be found by selecting the “View Reports & Instruction Resources” menu option. The following reports provide useful data to help teachers monitor student growth and inform instruction:

- **Class Report.** This report displays RIT, RIT Range, Percentile, and Goal Performance scores for all students. It also shows summary data for the class. The report can be generated to show goal descriptors (HI-AV-LO) or RIT Ranges. Data is sorted by RIT score and includes all test results for S/G and Survey tests. Tests that are invalidated appear in a gray font.
- **Class Breakdown Report.** The Class Breakdown Report’s “Goal by RIT Band” option displays school data disaggregated by RIT band for goal areas. It can be used to identify instructional needs across the school by 10-point RIT bands across all grades.
- **Individual Student Goal Setting Worksheet.** Educators may use the goal setting pages of this worksheet, populated with each student's most current data, to increase student engagement and ownership and to evaluate ongoing academic growth.
- **Achievement Status and Growth (ASG) Report.** After fall and winter testing, this report shows each student's growth projections so you can create individual growth goals. Following spring testing, the ASG report shows a comparison of projected and actual growth.
- **Learning Continuum.** Use this feature to review skills that students may be ready to learn, develop, or reinforce and also to aide in finding areas for differentiated instruction.

Technical Support for MAP

MAP support is provided locally by WCSD’s Department of Assessment. Please do **not** contact NWEA directly for support. Contacting NWEA directly for support instead of the WCSD Assessment Support Team may result in incorrect information inadvertently being provided.

Support for MAP may be accessed by contacting the Assessment Support Team through district e-mail or by calling Assessment Support at 348–0284. Please do not e-mail individual assessment team members directly. The Assessment Support e-mail box is monitored by multiple people and response time is less affected by individual staff member schedules. Use the following e-mail address when MAP support is necessary:

AssessmentSupport@washoeschools.net

The Assessment Support Team along with IT provides the following MAP support for schools:

- Providing technical support using the web-based management and reporting features on the NWEA MAP website.
- Providing technical support on using the Lockdown Browser.
- Updating MAP roster files on a weekly basis.
- Installing software components on all school computer labs necessary for using MAP. Contact the IT Help Desk (789–3456) when the MAP Lockdown Browser is not installed on testing computers.
- Opening access to appropriate test packages during and between testing windows.
- Downloading a district-wide Comprehensive Data File and uploading data into Infinite Campus and BIG.
- Acting as a liaison to NWEA for all unresolved support and technical questions by the WCSD Assessment Support Team.

Building Your Testing Schedule

1. Involve MAP proctors when creating the site's testing schedule within the larger WCSD MAP testing window.
2. Plan to test all students in math and then in reading.
3. Design a testing schedule that does not include new testing on the final days of the window.
4. Schedule make-ups throughout the testing window, but also keep the last few days of the window open for make-ups.
5. Build your MAP testing schedule with 90-minute testing blocks. Doing this typically provides enough time for students to finish the test as well as allowing the proctor enough time to set up for the incoming testing class.
6. Provide proctors with a list of all of the students enrolled at the site prior to the opening of each testing window. The student list should contain the student's name, ID, date, test, and teacher information as it appears in Infinite Campus. Use this list to track student completion.
7. Prepare a seating chart for the students so that disruptions may be minimized and participation or attendance more easily recorded.
8. Set aside one day at the beginning of the window for setup, which may include creating test sessions, creating seating charts, and testing the Lockdown Browser.
9. Set aside some extra-time sessions for students to complete their tests that were suspended because they needed more time or they had to leave their test before finishing.

Preparing Students for the Testing Window

1. Set expectations for students that MAP results will help teachers find their right level of instruction.
2. Discuss MAP testing with the students prior to the students taking their first test.
 - Primary students taking MAP for Primary Grades: Click on the "Test Warm-up" link in the Lockdown Browser and select "MAP for Primary Grades" which directs students to an interactive video.
 - Second through ninth grade students taking MAP 2–5 or 6+: Click on the "Test Warm-up" link in the Lockdown Browser and select "MAP" which directs students to a sample test and support video.

Testing Day Tips

1. Have students bring a book to read. After completing their MAP test, they may read quietly if they finish their test sooner than other students. ***No electronic devices are allowed in the lab during testing.***
2. Require classroom teachers to be in the room with the proctor in order to assist with questions and classroom management.
3. Stagger start times for the students to alleviate any possible spikes on the local network traffic.
4. Create testing sessions where you pre-select the test. Fewer mistakes are made if students are not allowed to select their own test.
5. As each student completes their MAP test, print the final screen of the test indicating the student's RIT score.

Reminders for a Successful MAP Testing Year

Do's...

- ✓ Require new members of the MAP Leadership Team and ETS to attend MAP proctor training.
- ✓ Involve MAP proctors when creating the site's testing schedule within the larger WCSD MAP testing window.
- ✓ Complete your MAP testing within the allotted window.
- ✓ Provide everyone on your MAP Leadership Team with the information needed to access WCSD MAP technical support at AssessmentSupport@washoeschools.net for all support questions.
- ✓ Provide the e-mail addresses of all members of your MAP Leadership Team to the WCSD Assessment Support Team to ensure team members receive MAP communications.
- ✓ Build your MAP testing schedule with 90-minute testing blocks. Doing this typically provides enough time for students to finish the test as well as allow the proctor enough time to set up for incoming testing class.
- ✓ Set expectations for students that MAP results will help teachers find the right level of instruction.
- ✓ Have students participate in reviewing their assessment data and in goal setting.

Don'ts...

- ✓ Do **not** test students more than once in a testing window regardless of their measurement of error or RIT score. All retest requests must be approved by the Assessment Support Team. Retesting without prior approval of the Assessment Support team will result in a testing irregularity.
- ✓ Site staff is **not** permitted to take a MAP test as a student (real or fake).
- ✓ Students are **not** permitted to take a MAP test as a practice test.
- ✓ Students are **not** permitted to take Pre and Post MAP tests. Growth is typically measured from fall to spring. Testing a student more than once with a MAP test or the Survey Test will **not** provide accurate growth information.
- ✓ Do **not** add students to the MAP system. Contact Assessment Support to complete this task.
- ✓ Do **not** use MAP tests for grading purposes.
- ✓ Do **not** set one general goal for all students to achieve. For example, do not set the goal for all students to improve their RIT scores by 5 points or 5%. MAP tests adjust in difficulty based on student's answers. As a result, not all tests are of similar difficulty and not all students have the same room to grow.

MAP Frequently Asked Questions (FAQS)

What is MAP?

MAP stands for Measures of Academic Progress. MAP is a computer-adaptive benchmark assessment in reading and math designed to be administered three times per year. Teachers are able to access student scores within 24 hours after students complete the tests. The test includes detailed teacher reports that show specific skills students have mastered and need to work on.

What does “computer adaptive” mean?

MAP provides a different, personalized test for each student. Depending on how a student answers each question, the test adjusts in difficulty. This allows students with widely varying skill levels – from struggling to advanced – to take a test that is well-suited to their needs.

Why is WCSD using MAP?

The WCSD Strategic Plan specifies that the district begin implementation of the MAP assessment in 2010–11. WCSD chose MAP because it meets many of the district’s priorities for assessment: It provides timely student data to inform instruction; monitors student growth during the school year; and, has been specifically aligned to Nevada Content Academic Standards (NVACS). Goal strands connect the content from state standards to each reporting area of a state-aligned MAP test.

Why do we need a common interim assessment across all schools?

Implementing common assessments is a key goal of the Strategic Plan, and we believe that it will help us achieve our district’s goal of **all** students meeting or exceeding standards. In the past, schools use a variety of different local assessments. This makes it difficult for the central office to adequately support schools and for us to see how we are doing as a system. Using one common assessment across the district will help all of us, since it will allow for better support of schools and more frequent monitoring of student progress throughout the year.

Which other districts use MAP?

Several school districts in Nevada, including Lyon, Douglas, and Carson City counties, use MAP. Across the country, thousands of districts use MAP.

How can teachers become familiar with a MAP test?

NWEA provides a practice test for students who will be taking the MAP tests. As a teacher, you will find these two resources available on the MAP website. Teachers are **never** to take the MAP test or use a student ID to take a MAP test. This practice will distort student data and constitute a testing irregularity.

MAP Test Administration FAQs

How often can a student be tested?

Students should only be tested three times a year. If a student is tested more than three times a year, there is a risk of exhausting items in the testing bank for determining a student's instructional level. The 2016–2017 MAP testing windows are scheduled around the 2nd, 18th, and 32rd weeks of instruction and are posted on the WCSD Assessment Calendar.

Are students allowed to do a practice test?

Yes. There is a short MAP practice test that can be taken by students and allows them to see how the test works, but students should never be allowed to take an actual test for practice.

Can MAP testing be done in a wireless lab?

MAP testing can be used on a wireless computer as long as the computers meet the minimum requirement to run the Lockdown Browser application.

How soon after students complete a test can reports be viewed?

Teacher reports are available through the MAP website. Results for students who have completed tests will not appear until the following day. In addition, data are available in Infinite Campus and BIG within a week following the close of the testing windows for all schools.

What is a RIT score?

RIT stands for Rasch unIT, which is a unit of measure that uses individual item difficulty values to estimate student achievement. RIT scores create an equal-interval scale. Equal interval means the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT scale; it has the same meaning regardless of grade level.

The RIT scale is used to measure how "tall" a student is on the curriculum scale and scores can be compared to tell how much growth a student has made, similar to measuring height on a yard-stick. It is important to remember that the RIT score is one of the most important pieces of information on the whole report. This score is independent of the age or grade of the student, and reflects the instructional level at which the student is currently performing. If you take a look at your third highest performing student in relationship to the Normative Data: Monitoring Growth in Student Achievement document, you can judge at what level this child is performing. Then look at the third lowest performing student in relationship to the same document. This will begin to show you the instructional differences in your class. This may be the first indication that teaching the same thing in the same way to all students in a given lesson may not be very effective.

What is a RIT range?

The RIT range reflects the rounded range of scores that is one standard error of measure around the student's score. It can be expected that if the students took the test again soon, under similar conditions and applying the same effort, the student's score would fall within the range about $\frac{2}{3}$ of the time.

What is NWEA's Learning Continuum?

The Learning Continuum is a resource aligned to CCSS goal structures. It is designed to help teachers translate the raw data from a students' assessments into actionable plans for instruction, grouping and more. It orders specific skills in reading, language usage, math and science by achievement level. Reading, language and math are further aligned to goal structures underlying the assessments. Teachers can use it as a way to gauge gaps between what a student is ready to learn, and what the curriculum is presenting.

MAP Reports FAQs

How do I use the summary data on the reports?

The class summary data includes a mean and a median.

- The class average (mean) is the average score received by the class. It is very sensitive to extreme scores at either end of the scale. For example, a student who performs significantly better than other students (an "outlier") tends to skew the average.
- The class median is the middle score received by the class. This is the point at which half the scores are above and half the scores are below. The median is not affected by extreme scores.

You can compare this number to the *Normative Data: Monitoring Growth in Student Achievement* document to determine how the class performed as a whole as compared to the norm for that grade level for that time of year.

The standard deviation indicates how "spread out" the instructional level is for a group of students. If all the scores were the same, the standard deviation would be zero.

- The higher the number, the more diverse the instructional levels are within your group; the lower the number, the more your students are alike.
- This number can help you determine how effective whole group instruction might be with your class.

How do I use the goal strand data?

Goal scores are available in two forms; by RIT Ranges and Goal Descriptors.

- The RIT score range includes the error of measurement and can be used to place a student, or groups of students, directly into NWEA's Learning Continuum for instructional guidance related to appropriate content.
- Goal Descriptors are reported as Lo, Av, or Hi for each student in each goal area.
 - Hi means the score is in the top third (percentile scores equal to or greater than 66).
 - Av means the score is in the middle third (percentile scores between 66 and 33)
 - Lo means that the score is in the bottom third (percentile scores equal to or less than 33).

Comparing Goal Areas with Overall Class Data Points

- Also included in the summary information is the standard deviation for each goal area. This summary information can be used to help determine the type of differentiation needed to instruct the students around that specific goal area.
- You can use the class median to look at the different goal areas related to how the class did overall. If the goal area median is more than three points lower or higher than the overall class median, this may indicate an area of strength or an area that needs more emphasis.
- Teachers can identify one overarching goal to work on for their class each testing period. Choose the goal that has the most leverage in helping students across the most areas. Make a big push in this area, but don't sacrifice instruction in other content areas.

How do I help students set goals?

A great way to engage students in their own learning is to set goals with them. Have each student choose one goal that they will work toward for a designated period of time. Encourage them to choose one of the goals that is an area of concern for them. The set goal should not be a RIT score, but specific learning that a student needs to attain to reach that higher level.

- Log the student's chosen goal in a convenient place so you can check on their progress and remind them periodically as you are working on that skill as a class. Let them know they will be accountable for the stated goal throughout the process.
- When students test again the next season, bring this goal to the forefront once more and have the students compare their scores from one testing term to the next, to check for growth. NWEA's RIT Point Growth Norms will show you what typical growth is for each of your students.
- Students should also record their overall score and set a realistic growth target with your help.