

NWEA/MAP Scores: 101

Understanding Your Child's MAP Scores

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What is NWEA?

NWEA® is...

- the **N**orth**W**est **E**valuation **A**ssociation
- a research-based, not-for-profit organization that supports students and educators worldwide
- an organization who created assessment solutions that precisely measure growth and proficiency

MAP Testing IS NOT...

- a high-stakes accountability test
- a measure of your child's intelligence or an indicator of your child's capacity for learning
- standards-based proficiency assessment like those others you know

MAP Testing IS...

- defined as “**M**easures of **A**cademic **P**rogress”
- **COMPUTERIZED, ADAPTIVE** assessment program
- **SKILL**-based and linked to **Common Core**
- **ONE** test at **ONE** point in time
- given up to three times per year (Fall, Winter, Spring) in Grades 1 through 8
- designed to help guide decisions and planning with solid student-centered **DATA**

Goal of MAP Testing

- Find each student's ZPD (=Zone of Proximal Development)
- For MAP this is the space where students are answering questions correctly about 50% of the time
- In this space, we know students are bringing information to the table, but are challenged by the content
- Obtain a RIT Score (=Rasch Unit) to measure results

What is the RIT Score?

- **An estimation of a student's instructional level, independent of grade level**
- **It is an equal-interval scale that measures student progress or growth from year to year (like inches on a yardstick)**
- **Shows what skills students have learned AND what skills they are READY to learn**

RIT Scores: Keep In Mind

- We expect RIT Scores to increase **OVER TIME**—one low score is not alarming!
- Typically younger students show more growth in one year than older students
- Students who test above grade level often show less growth
- Ready to Learn = 3rd grader & 7th grader have the same RIT of 195—they are at the same instructional level and ready to learn the same set of skills

“Is My Student at
Grade Level?”
A Word About
NORMS


- Norms are NOT grade level expectations (NWEA revisits norms every 3 years)
- Norms are expressed in Percentile Rank—how well a student performed **compared** to others in the SPECIFIC norm group (same test, same grade & same time)
- For example, a student scoring at the 35th percentile scored as well as, or better than, 35 percent of students in the norm group. It also means that 65 percent of the students in the norm group exceeded this score.


I have MAP Scores, now what?

Khan Academy & MAP Scores

MAP Recommended Practice

Fill in the lower score for each MAP Test Goal Performance Area.

Where do I find my scores? 

Mathematics 2-5 

Operations and Algebraic Thinking

Numbers and Operations

Measurement and Data

Geometry

[Show me the recommendations!](#)

Student Profile Report

Khan Academy & MAP Scores

Where do I find my scores?



MATHEMATICS

Standard Error: +/- 2.9
Possible range: 190-196
9/25/2018 - 61 minutes

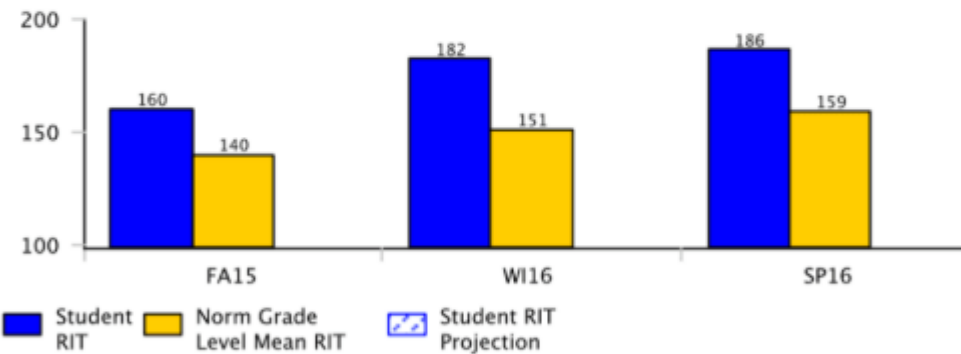
- Use low end = 190

MAP Recommended Practice

Fill in the lower score for each MAP Test Goal Performance Area.

Hide instructions ^

Mathematics



Mathematics Goals Performance - Spring 2015-2016

Operations and Algebraic Thinking
Measurement and Data

176-188
183-195

Number and Operations
Geometry

176-188
184-196

Enter these scores

- What you see on Khan Academy

Let's try it!

Sample Scores from Student Profile Report



MATHEMATICS

Standard Error: +/- 2.9

Possible range: 190-196

9/25/2018 - 61 minutes

<https://www.khanacademy.org/mappers>

- Use low end = 190

I have MAP Scores, now what?

Reading A-Z & MAP Scores (K-5)

<https://www.readinga-z.com/learninga-z-levels/level-correlation-chart/>

Student Profile Report

READABILITY MEASURES

Lexile* Flesch-Kincaid Grade Level
425LL - 575LL 3.0 to 3.6

Reading A-Z Levels

LEVEL CORRELATION CHART

This correlation chart illustrates how Learning A-Z levels approximately correlate to other leveling systems commonly found in level materials. The [Learning A-Z Text Leveling System](#) uses objective (quantitative) and subjective (qualitative) leveling criteria to measure complexity. Teachers should use their professional judgment of additional qualitative criteria along with reader and task considerations to determine if an individual book at a given level is appropriate for a student. [Printable Chart](#)

Show Me Only ✕ CL			
<input checked="" type="checkbox"/> Ages	<input type="checkbox"/> Grade	<input type="checkbox"/> ATOS	<input checked="" type="checkbox"/> Fountas & Pinnell
<input type="checkbox"/> Reading Recovery	<input type="checkbox"/> DRA	<input type="checkbox"/> PM Readers	<input checked="" type="checkbox"/> Lexile
READING A-Z LEVEL	AGES	FOUNTAS & PINNELL	LEXILE*
aa	4 - 6	A	BR-70L
A	4 - 6	A	BR-70L
B	4 - 6	B	BR-70L
C	4 - 6	C	BR-70L
D	4 - 7	D	80L-450L
E	6 - 7	E	80L-450L
F	6 - 7	F	80L-450L

Reading A-Z & MAP Scores

MAP Lexile 425-575 = I to L

- www.readinga-z.com
Click <Resources> + <Books> + <Leveled Books>
- Select A-Z Reading Level on the continuum <I>
- Choose filters, if desired <Fiction, Nonfiction>

The screenshot shows the Reading A-Z website interface. At the top, there is a red navigation bar with 'RESOURCES' (dropdown), a search bar with 'Search Resources' and a magnifying glass icon, and other navigation options: 'FILE CABINET', 'MANAGE STUDENTS' (dropdown), and 'TEACHER CORNER' (dropdown). Below the navigation bar, the breadcrumb path is 'Home > Books > Leveled Books'. On the left, there is a vertical menu of book categories: 'Leveled Books' (highlighted), 'Fiction Series', 'Themed Nonfiction Series', 'Classics', 'Genre Collections', 'Alphabet Books', 'Read-Aloud Books', 'Sound/Symbol Books', 'Decodable Books', 'High-Frequency Word Books', 'Shared Reading', 'Vocabulary & Idiom Books', 'Poetry Books, Nursery Rhymes, & Song Books', and 'Graphic, Comic & Humor Books'. The main content area is titled 'LEVELED BOOKS' and includes a sub-header 'Also available in Spanish | French | British English | Polish | Ukrainian | Vietnamese'. Below this, there is a paragraph describing leveled books and their benefits. To the right of this paragraph is a 'Benchmark Assessments' box with two buttons: 'Go to Benchmark Passages' and 'Go to Benchmark Books'. Below the description is a 'Select Reading Levels' section with a row of colored buttons labeled 'aa', 'A', 'B', 'C', 'D', 'E', 'F', 'G', 'H', 'I', 'J', 'K', 'L', 'M', 'N', 'O', 'P', 'Q', 'R', 'S', 'T', 'U', 'V', 'W', 'X', 'Y', 'Z', 'Z¹', and 'Z²'. At the bottom, there is a 'Filter these books' section with several checkboxes: 'Fiction', 'Nonfiction/ Informational', 'In Multilevel Set', 'With Wordless', 'With Read and Color', 'With Common Core Lesson Supplement', 'With Literature Circle Journals', 'With Reader's Theater Script', 'With Writer's Response', 'With Leveled Book Lesson', and 'With Guided Reading Lesson'.


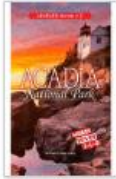
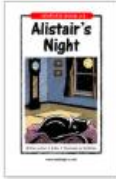


Book: "The Animal Bridge"

Reading A-Z & MAP Scores



Find books at your child's level

- Results = Select a book from your child's level: Level I

Level I View level I features and chart ▶

 <p>The 100th Day Project Level I Fiction Multilevel</p>	 <p>Acadia National Park Level I Nonfiction Multilevel</p>	 <p>Alistair's Night Level I Fiction</p>	 <p>Amazing Beaches Level I Nonfiction</p>	 <p>The Animal Bridge Level I Fiction Multilevel</p>
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Multilevels

 <p>L</p>	 <p>O</p>
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- Multilevel Book: The Animal Bridge
- The student's RAZ Level is: I - L

Book: "The Animal Bridge"

Reading A-Z & MAP Scores


Every book has many Lesson Resources to guide instruction

Lesson Resources

Leveled Book Lesson  

[file:///C:/Users/tleone/Downloads/raz_li40_animalbridge_lbp%20\(1\).pdf](file:///C:/Users/tleone/Downloads/raz_li40_animalbridge_lbp%20(1).pdf)

Preteach the Vocabulary

Premade vocabulary lessons at VocabularyA-Z.com 

Teach the Objectives

All Worksheets  

Reading Strategy

Retell to understand text

Comprehension

Identify characters, setting, and plot

Worksheet   | Projectable 

Q: What about my middle school student?

A: NewsELA is linked to Lexile Level, too!

Wonderings

What about disengaged test taking?

PROGRESS MONITORING DURING TESTING

- **DISENGAGEMENT** is defined as 3 rapid guesses in a row
- If this is detected, a notification appears on the teacher's console with prompts to re-establish engagement

WHY IS THIS IMPORTANT?

- **MAP** is a computerized adaptive test = questions change depending on student's answers
- Rapid guessing can indicate artificially low achievement
- Item selection has been improved to remove rapid guessing from the equation

Wonderings

What about
“Ready to
Develop”
skills?

READY TO DEVELOP SKILLS: STUDENT PROFILE REPORT

- Skills are considered “Ready to Develop” if the student did not get correct answers at least 50% of the time

ZONE OF PROXIMAL DEVELOPMENT

- This is the “sweet spot” where students bring their own knowledge and learning to the table, but are still challenged
- Not too hard, not too easy; the optimal place to work and grow--use your teaching resources here!

Wonderings

What about
test-taking
anxiety ?

WHAT IF MY CHILD IS AN ANXIOUS TEST-TAKER?

- Remember, that this is a “show-what-you-know” test that is growth based
- Before MAP testing have conversations with your child that include language like:
 - “This is a tool to measure (not test) what you are ready to learn right now.”
 - “We want to know what is too easy and too hard for you — AND what your brain may be ready to learn right now.”
 - “If a question is too hard, that means you are doing your best. Give it a best guess and move on. Others will feel easier.”
 - “Your RIT Score is a tool that will help me plan and teach more effectively.”



What will you try
tomorrow?

Theresa's Office Hours

Check out www.davincik8.org

<The Parent Center Tab>

Click Schedule for SUG Link