



MAP

Measures of Academic Progress

2015-2016 COMMON CORE MAP

Research and Accountability Department
Stockton Unified School District

2015-16 TEST ADMINISTRATION

Tests	Grades	FALL	WINTER	SPRING
MAP/MPG Common Core Reading	Grades K-11; ELs Grade 12	Aug 13– Sept 4	Nov 16 – Dec 11	Mar 1 – Mar 18
MAP/MPG Common Core Math	Grades K-11	Aug 13 – Sept 4	Nov 16 – Dec 11	Mar 1 – Mar 18
MAP Science	Grades 5, 8, 10	Aug 13 – Sept 4	Nov 16 – Dec 11	Mar 1 – Mar 18

2015-16 ADMINISTRATION UPDATES

- ▶ Testing Window
 - ▶ Spring MAP Administration begins and ends before SBAC
- ▶ RIT Cut Scores
- ▶ MAP Reports: 2015 Norms
 - ▶ When printing reports from NWEA, please select 2015 Norms Data. This will reflect the updated norms study conducted by NWEA and will be the norms reference data used for all District reports.
 - ▶ New Reports: Achievement Status and Growth
 - ▶ Projection or Summary: report includes column for “Met Projected Growth”, observed and actual growth.
 - ▶ Summary with Quadrant Chart: Visual that compares students’ growth in a class (high achievement/high growth to low achievement/low growth).

Report Options

Optional Grouping None Gender Ethnicity

Sort Order Test RIT Student Name

Student Detail Display

Goal Performance Display

Goal Range Goal Descriptor Goal RIT Ranges

Small Group Display
Due to statistical unreliability, summary data for groups of less than 10 are not shown. If Small Group Display is selected, summaries for small groups will be displayed.

Norms Reference Data

2015 Norms Data 

2011 Norms Data

Select norms reference data to be used in report. 2015 norms use a default or custom weeks of instruction, as set by your Administrator. 2011 norms use a default weeks of instruction and do not calculate Conditional Growth Index or Conditional Growth Percentile.

ASSIGNING MAP TESTS

Grade	Mathematics	Reading	Science
Kindergarten	MAP: Math Primary Grades Common Core (MPG)	MAP: Reading Primary Grades Common Core (MPG)	
1			
2			
3	MAP: Math 2-5 Common Core	MAP: Reading 2-5 Common Core	
4			
5			Gr 5: MAP: General Science NWEA
6			
7			
8	MAP: Math 6+ Common Core	MAP: Reading 6+ Common Core	Gr 8: MAP: General Science NWEA
9			
10			Gr 10: MAP: General Science NWEA
11			
12		English Learners: MAP reading 6+ Common Core	

WHAT IS MAP?

▶ Measure of Academic Progress

- ▶ Developed by Northwest Evaluation Association (NWEA)
- ▶ Computer adaptive interim assessment based on Item Response Theory
- ▶ Assessment Types:

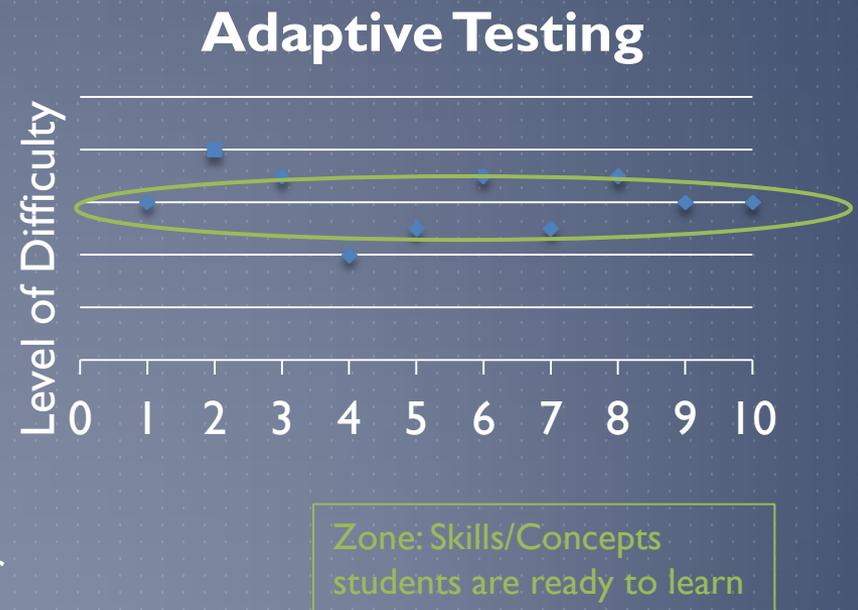
	MAP	MPG
TEST NAME	Measures of Academic Progress	Measures of Academic Progress for Primary Grades
GRADES	Grades 2+	Grades K-1
TEST TIME	Unlimited; Approx. 60 minutes/subject	Unlimited; Approx. 30-45 minutes/subject
AUDIO	No	Yes; headphones required

▶ Measures Student Growth

- ▶ Every item in MAP is anchored to the **RIT** Scale (**R**aush **UnIT**), a stable, valid, and reliable measurement.
- ▶ RIT Scores assigned to a student represents the level of test item complexity at which the student is capable of answering correctly about 50% of the time; the “zone” students are ready to learn.
- ▶ RIT scores help teachers identify what students are ready to learn (Learning Continuum).
- ▶ **MAP Learning Continuum:**
 - ▶ Learning statements align with RIT scores and allow teachers to pinpoint skills and concepts to be introduced, developed, or reinforced for every student and groups of students.

COMPUTER ADAPTIVE TESTING

- ▶ Personalized test for every student
 - ▶ Identifies students' learning readiness who are above, at, or below grade level for Math, Reading, and Science.
- ▶ Generates test from large test-item bank
- ▶ Test is challenging for all students
 - ▶ Students are not expected to get all of the questions correct
- ▶ Adaptive Testing
 - ▶ Correct response: next question more difficult
 - ▶ Incorrect response: next question easier
 - ▶ Identifies zone that students get the questions correct 50% of the time
- ▶ Score dependent on: Number of items answered correctly **AND** difficulty of the item presented
- ▶ Test (experience and items) is not identical for students in the same class.



COMMON CORE MAP AND MPG

- ▶ CC MAP (implemented 2014-15) is aligned to the CCSS and has been developed to provide coverage of broader ranges of Depth of Knowledge (DOK) levels and enable deeper and more meaningful interactions with items and text.
- ▶ Technology enhanced items include: [Examples of item types](#)
 - ▶ Hot Spots
 - ▶ Drag and Drop
 - ▶ Click and pop
 - ▶ Graphing Calculator
 - ▶ Common Stimulus
 - ▶ Keyboarding Entry
 - ▶ Drop Down List
 - ▶ Turn and Slide
 - ▶ Multiple Enhancements

SUSD 2015-16 RIT

MATH			
Grade	Fall	Winter	Spring
K	141	152	163
1	166	176	185
2	181	188	196
3	194	200	207
4	207	213	222
5	216	226	232
6	223	228	233
7	232	235	239
8	238	241	243
9	239	242	244
10	240	243	245
11	241	244	246

READING			
Grade	Fall	Winter	Spring
K	142	153	162
1	165	175	182
2	179	187	193
3	192	199	203
4	202	207	206
5	206	211	215
6	215	218	219
7	216	221	222
8	224	226	227
9	225	227	228
10	226	228	229
11	227	229	230

SCIENCE			
Grade	Fall	Winter	Spring
5	200	204	206
8	210	212	214
10	215	216	216

PROCTORING MAP

- ▶ Create and save a test session:
Manage Test Sessions > Find Students to Test

- ▶ **Student Search**

- ▶ Add students (Find Students to Test)
- ▶ Assign test(s)
- ▶ Save test session

- ▶ Start MAP Testing:
Manage Test Sessions > Saved Testing Session

- ▶ Share with students:

- ▶ Test Session Name
- ▶ Session Password

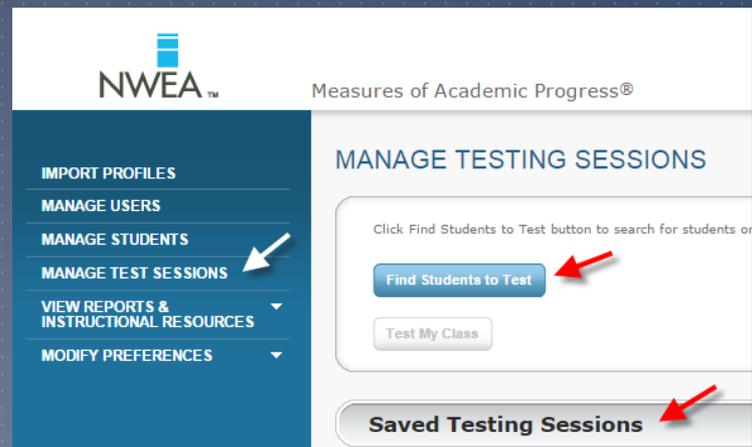
TEST STUDENTS

Testing Session Name: comic1741 Session Password: 1650

- ▶ Assist students with logging into MAP
- ▶ Confirm students logged in to allow students to begin testing

- ▶ End MAP Testing

- ▶ Ensure all students' MAP testing status is: "completed" or "suspended"
- ▶ End Test Session



COORDINATING MAKE-UPS

- ▶ Identifying students who have not completed MAP
Manage Test Sessions > Find Students to Test

- ▶ **Test History Search**

- ▶ Filters: School, Grades, Instructor, Class

- ▶ Select Test

- ▶ Testing Status:

- ▶ Not yet tested
- ▶ Suspended test

- ▶ Test Taken: Current Term

- ▶ Search

- ▶ **Student List:**

- ▶ Select students that need to complete MAP

- ▶ Add students (to the make up roster)
 - ▶ Note: Suspended are only active for 28 calendar days
 - ▶ Optional: Search for additional students (grades/tests)

- ▶ Assign test

- ▶ Save Session

The screenshot shows the 'Find Students' interface. At the top, it says 'Search is restricted to the current term. School must be specified first.' Below this are two tabs: 'Student Search' and 'Test History Search'. The 'Test History Search' tab is active. There are four dropdown menus: 'School' (set to 'All Schools'), 'Grade' (set to 'All Grades'), 'Instructor' (set to 'All Instructors'), and 'Class' (set to 'All Classes'). Below these is a section for 'Find students by their testing status. Search is restricted to the current term. Students who have recently taken a test may not yet be reflected in this search.' This section includes a 'Test(s)' dropdown (set to 'MAP: Math 6+ Common Core 2010 V2'), a 'Testing Status' section with two checked options: 'Not yet tested' and 'Suspended Test', and a 'Tests Taken' section with three radio button options: 'Current Term' (selected), 'Inside Test Window', and 'Outside Test Window'. At the bottom are 'Search' and 'Clear All' buttons. Red arrows point to the 'Test History Search' tab, the 'School' dropdown, the 'Testing Status' section, and the 'Search' button.

TESTING SCENARIOS

▶ Adding students to a test session

- ▶ The Research department rosters students to MAP daily during the testing windows
 - ▶ If a student has just enrolled in SUSD they may not show up on the testing list. If students must be tested the same day, create a new student (use real Name and DOB and other demographic information requested; create fictitious student ID) and e-mail the MAP coordinator.
 - ▶ If a student transferred from within SUSD, they should appear on the testing list.

▶ Suspending a Test:

- ▶ Suspend a test if a student is not able to finish the test during the allotted time. Suspended test(s) must be completed within 28 calendar days from the first day of testing or it will be terminated and students will have to begin the test again.
 - ▶ To continue a Suspended Test: Proctors will be prompted to “Resume Test” during the confirmation process; Test Event Start Date is located on the “Test History Search” screen.
 - ▶ NWEA recommends completing the suspended test within 14 days.

▶ Identifying students needing to make-up or complete MAP test(s)

- ▶ NWEA: Test History Search, filter by grade/test/instructor
- ▶ Illuminate: MAP Reading/Math Results by Students by Skills

▶ Dropped connections

- ▶ Students may be able to initiate “resume” after a connection problem (due to internet or technical issue); a pop up message will attempt to resume the testing success.
- ▶ Use Proctoring controls to “Suspend” the test and allow student to “Test Again”; ask students to log out completely and log in again.

▶ Confirmed student is unable to start test:

- ▶ The proctor confirmed a student to start the test, however the student’s computer does not allow students to begin the test.
 - ▶ Use proctoring controls to select “Do Not Confirm” the student, this will unconfirm the initial confirm action and change the student’s status to “Awaiting Student”. Have the student log completely out of MAP lockdown browser and begin the log in process again.

MAP TEST SECURITY

- ▶ For the purposes of aligning all computer-adaptive assessments administered at Stockton Unified School District, the District has developed testing procedures and guidelines for MAP assessments that mirror those outlined by CAASPP and SBAC.
- ▶ Please complete the incident report for all violations and suspected violations of test security and return to the District MAP coordinator.

The image shows a screenshot of the 'MAP Testing Irregularity Report Form' from Stockton Unified School District. The form is titled 'Test Administration Guidelines for Measures of Academic Progress (MAP) Assessments'. It includes sections for 'TESTING GUIDELINES' and 'TEST SECURITY VIOLATIONS'. The 'TESTING GUIDELINES' section lists best practices for test security, such as keeping test materials secure, limiting access to test materials, prohibiting unauthorized electronic devices, and preventing unauthorized use of test materials. The 'TEST SECURITY VIOLATIONS' section defines 'Test Administration Incidents' and 'Testing Irregularities'. The 'Testing Irregularities' section includes a table for reporting incidents, with columns for 'Date of Report', 'Date of Incident', and 'Grade/Subject'. The table has rows for 'Test Incident', 'Test Irregularity', and 'Security Breach'. The 'Test Irregularity' row has checkboxes for 'MAP/MPG Reading', 'MAP/MPG Math', 'MAP General Science', and 'MAP Language'. The 'Security Breach' row has a checkbox for 'Security Breach'. The form also includes a 'REPORTING TEST VIOLATIONS' section with instructions for reporting test security incidents. A large 'CONFIDENTIAL' watermark is overlaid on the bottom half of the form.

WHERE DO I FIND MY STUDENTS' MAP SCORES?

Results require an overnight update in NWEA and Illuminate

- ▶ NWEA: <https://susd-admin.mapnwea.org/>

The screenshot shows the 'MAP® Reports' interface. On the left is a dark blue sidebar with the following menu items: 'IMPORT PROFILES', 'MANAGE USERS', 'MANAGE STUDENTS', 'MANAGE TEST SESSIONS', 'VIEW REPORTS' (with a right-pointing arrow), 'MAP Reports' (with a left-pointing arrow), 'Operational Reports', 'Reports Queue', and 'MODIFY PREFERENCES' (with a right-pointing arrow). The main content area is titled 'MAP® Reports' and contains a list of report categories. A red arrow points to the 'MAP Reports' header. The list includes: 'Achievement Status & Growth' (with sub-items 'Projection or Summary' and 'Summary with Quadrant Chart (One Class only)'); 'Class Breakdown' (with sub-items 'Class', 'District Summary', 'Grade', 'Learning Continuum', 'Projected Proficiency Summary', 'Student Goal Setting Worksheet', 'Student Growth Summary', and 'Student Progress'); 'Skills Checklist/ Screening Results' (with sub-items 'MAP for Primary Grades Class' and 'MAP for Primary Grades Student'); 'Retired Reports' (with sub-item 'Descartes and PGID Available until June 2016, replaced by Learning Continuum'); and 'Data Tools' (with sub-item 'Data Export Scheduler'). On the right side of the interface is a 'Student Quick Search' box with the instruction: 'You must specify at least one search criterion below. Use the wildcard character (*) to search by first or last names.' It contains three input fields labeled 'Last Name', 'First Name', and 'Student ID', and a blue 'Search' button.

MAP® Reports

MAP Reports

- Achievement Status & Growth
 - [Projection or Summary](#)
 - [Summary with Quadrant Chart](#) (One Class only)
- **Class Breakdown**
 - [Class](#)
 - [District Summary](#)
 - [Grade](#)
 - [Learning Continuum](#)
 - [Projected Proficiency Summary](#)
 - [Student Goal Setting Worksheet](#)
 - [Student Growth Summary](#)
 - [Student Progress](#)
- **Skills Checklist/ Screening Results**
 - [MAP for Primary Grades Class](#)
 - [MAP for Primary Grades Student](#)
- **Retired Reports**
 - [Descartes and PGID](#) Available until June 2016, replaced by Learning Continuum
- **Data Tools**
 - [Data Export Scheduler](#)

Student Quick Search

You must specify at least one search criterion below. Use the wildcard character (*) to search by first or last names.

Last Name

First Name

Student ID

WHERE DO I FIND MY STUDENTS' MAP SCORES?

Results require an overnight update in NWEA and Illuminate

- ▶ Illuminate: <https://stockton.illuminateed.com>

Dashboard

Favorites

District Favorites My Favorites

More... Search

Type	Title	Favorites
Custom Report	EL by Primary Language with CELDT	★
Custom Report	MAP: Recent Math Results by Student by Skills	★
Custom Report	2014-15 MAP Fall Math by Site	★
Custom Report	MAP: Recent Reading Results by Student by Skills	★
Custom Report	2014-15 MAP Fall Reading by Site by Grade	★
Custom Report	2014-15 MAP Fall Reading by Site	★
Custom Report	Student Contacts	★
Custom Report	Starter Report	★
Custom Report	2014-15 MAP Fall Math by Site by Grade	★

Student Profile

Reading Results by Student by Skills

Download

Area : Area 5	Enrollment Site Name : Washington	Grade Level : 7	Reported Race : Asian
Proficiency : English	Student Is Special Ed : N	Fall To Winter Growth Target : 2	Fall To Spring Growth Target : 4
Reading Goal 1 RIT : 214	Winter 1415 Read Goal 1 : Literature	Winter 1415 Read Goal 1 RIT : 216	Winter 1415 Read Goal 1 Level : Avg
Reading Goal 2 : ext	Winter 1415 Read Goal 2 RIT : 214	Winter 1415 Read Goal 2 Level : LoAvg	Winter 1415 Read Goal 3 : Vocabulary Acquisition and Use
Reading Goal 3 RIT : 212	Winter 1415 Read Goal 3 Level : LoAvg	Winter 1415 Read Goal 4 :	Winter 1415 Read Goal 4 RIT :
Reading Goal 4 Level :	Fall 1415 Read RIT : 204	Fall 1415 Read Goal 1 : Literature	Fall 1415 Read Goal 1 RIT : 206
Reading Goal 1 Level :	Fall 1415 Read Goal 2 : Informational Text	Fall 1415 Read Goal 2 RIT : 207	Fall 1415 Read Goal 2 Level : LoAvg
Fall 1415 Read Goal 3 : Vocabulary Acquisition and Use	Fall 1415 Read Goal 3 RIT : 199	Fall 1415 Read Goal 3 Level : Low	Fall 1415 Read Goal 4 :
Fall 1415 Read Goal 4 RIT :	Fall 1415 Read Goal 4 Level :		

HAS MY STUDENT MADE GROWTH?

- ▶ **NWEA (**select 2015 Norms when printing NWEA reports)**
 - ▶ Student Goal Setting Worksheet:
 - ▶ Shows a student's test history and growth projections in the selected subject areas for the current academic year.
 - ▶ Student Progress Report:
 - ▶ Shows a student's overall progress from all past terms to the selected terms; compare student's term-to-term growth.
 - ▶ Class Report
 - ▶ Shows how individual students in a class are performing so you can set goals and focus the instruction for each student and/or the entire class.
 - ▶ Class Breakdown Report;
 - ▶ Shows academic diversity of a class for specific goals within a chosen subject so you can modify and focus the instruction for each student.
 - ▶ Learning Continuum:
 - ▶ Shows skills and concepts students need to develop (are ready to learn).
- ▶ **Illuminate**
 - ▶ MAP Reading/Math Widget
 - ▶ Shows a student's test history and growth projections in the selected subject area for the current academic year.
 - ▶ Dashboard: Student scores by skills Report
 - ▶ Shows students in a class/group's test history and growth projection in the selected subject for the current academic year. Report can be sorted and downloaded as Excel, Text, or pdf.

HAS MY STUDENT MADE GROWTH?

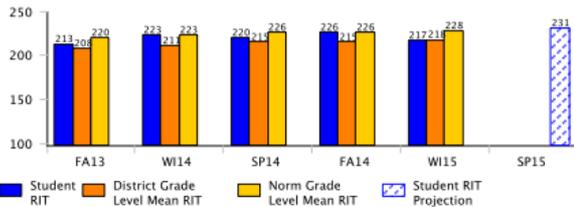


Student Progress Report

Student ID:

Term Rostered: Spring 2014-2015
 District: Stockton Unified School District
 School:
 Growth Comparison Period: Fall to Spring

Mathematics

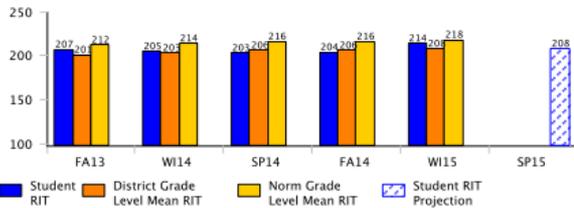


Mathematics Goals Performance - Spring 2014-2015

There were no test events found for the selected term.

Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
W15	7	214-217-220			20-26-32
FA14	7	223-226-229			44-51-58
SP14	6	217-220-223	7	6	30-36-44
W14	6	220-223-226			43-51-58
FA13	6	210-213-216			27-33-41
SP13	5	199-202-205	20	8	7-10-14
W13	5	190-193-196			3-4-6
FA12	5	179-182-185			
SP12	4	180-183-186			
W12	4	179-182-185			

Reading



Reading Goals Performance - Spring 2014-2015

There were no test events found for the selected term.

Term/Year	Grade	RIT (+/- Std Err)
W15	7	210-214-217
FA14	7	201-204-207
SP14	6	200-203-206
W14	6	202-205-208
FA13	6	203-207-210
SP13	5	190-193-196
W13	5	184-187-191
FA12	5	179-182-185
SP12	4	175-179-182
W12	4	176-180-183

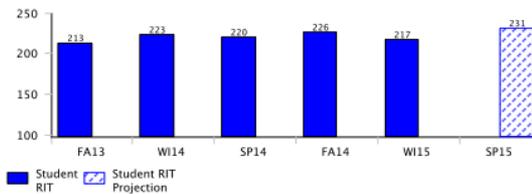


Student Progress Report

Student ID:

Term Rostered: Spring 2014-2015
 District: Stockton Unified School District
 School:
 Growth Comparison Period: Fall to Spring

Mathematics

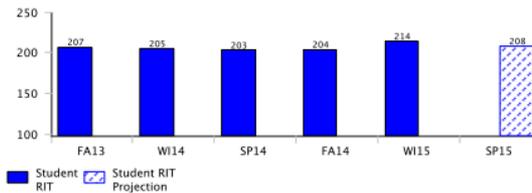


Mathematics Goals Performance - Spring 2014-2015

There were no test events found for the selected term.

Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
W15	7	214-217-220			20-26-32
FA14	7	223-226-229			44-51-58
SP14	6	217-220-223	7	6	30-36-44
W14	6	220-223-226			43-51-58
FA13	6	210-213-216			27-33-41
SP13	5	199-202-205	20	8	7-10-14
W13	5	190-193-196			3-4-6
FA12	5	179-182-185			1-2
SP12	4	180-183-186			1-2-3
W12	4	179-182-185			1-2-4

Reading

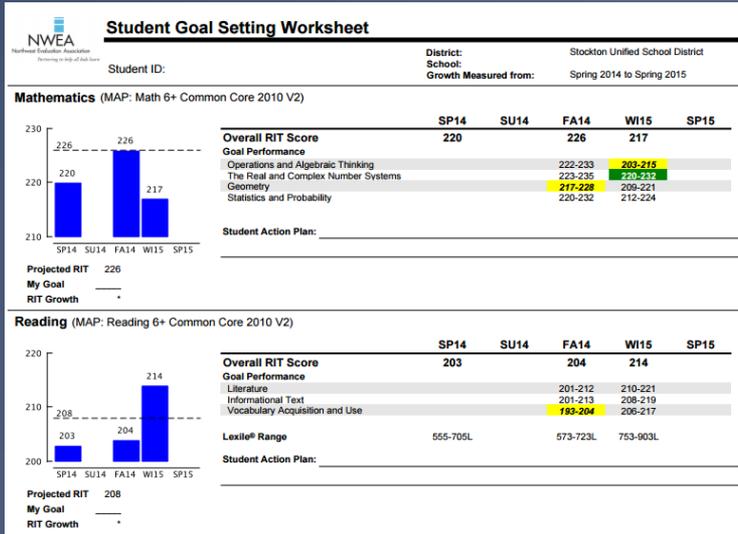


Reading Goals Performance - Spring 2014-2015

There were no test events found for the selected term.

Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
W15	7	210-214-217			28-38-47
FA14	7	201-204-207			14-19-26
SP14	6	200-203-206	-4	4	13-18-24
W14	6	202-205-208			20-26-33
FA13	6	203-207-210			26-36-44
SP13	5	190-193-196	11	6	6-9-13
W13	5	184-187-191			3-5-9
FA12	5	179-182-185			2-4-6
SP12	4	175-179-182			1-2-4
W12	4	176-180-183			3-5-7

HAS MY STUDENT MADE GROWTH?



Illuminate: Student Profile Widget

MAP: Recent Reading Results by Student by Skills

4 Columns [Download]

Enrollment Area : Area 5	Enrollment Site Name : Washington	Grade Level : 7	Reported Race :
English Proficiency : English Learner	Student Is Special Ed : N	Fall To Winter Growth Target : 2	Fall To Spring Growth Target : 4
Winter 1415 Read RIT : 214	Winter 1415 Read Goal 1 : Literature	Winter 1415 Read Goal 1 RIT : 216	Winter 1415 Read Goal 1 Level : Avg
Winter 1415 Read Goal 2 : Informational Text	Winter 1415 Read Goal 2 RIT : 214	Winter 1415 Read Goal 2 Level : LoAvg	Winter 1415 Read Goal 3 : Vocabulary Acquisition and Use
Winter 1415 Read Goal 3 RIT : 212	Winter 1415 Read Goal 3 Level : LoAvg	Winter 1415 Read Goal 4 :	Winter 1415 Read Goal 4 RIT :
Winter 1415 Read Goal 4 Level :	Fall 1415 Read RIT : 204	Fall 1415 Read Goal 1 : Literature	Fall 1415 Read Goal 1 RIT : 206
Fall 1415 Read Goal 1 Level : LoAvg	Fall 1415 Read Goal 2 : Informational Text	Fall 1415 Read Goal 2 RIT : 207	Fall 1415 Read Goal 2 Level : LoAvg
Fall 1415 Read Goal 3 : Vocabulary Acquisition and Use	Fall 1415 Read Goal 3 RIT : 199	Fall 1415 Read Goal 3 Level : Low	Fall 1415 Read Goal 4 :
Fall 1415 Read Goal 4 RIT :	Fall 1415 Read Goal 4 Level :		

MAP: Recent Reading Results by Student by Skills

Created by Ed Eldridge on 2014-03-25 13:13:28

MAP: Recent Reading Results by Student by Skills

Displaying 1 to 1 of 1 (filtered from 261 total entries)

[Print] [PDF] [More...]

Enrollment Area	Enrollment Site Name	Grade Level	Reported Race	English Proficiency	Student Is Special Ed	Student ID	First Name	Last Name	Fall To Winter Growth Target	Fall To Spring Growth Target	Winter 1415 Read RIT	Winter 1415 Read Goal 1	Winter 1415 Read Goal 1 RIT	Winter 1415 Read Goal 1 Level	Winter 1415 Read Goal 2	Winter 1415 Read Goal 2 RIT	Winter 1415 Read Goal 2 Level	Winter 1415 Read Goal 3	Winter 1415 Read Goal 3 RIT	Winter 1415 Read Goal 3 Level	Winter 1415 Read Goal 4	Winter 1415 Read Goal 4 RIT	Winter 1415 Read Goal 4 Level
Area									2	4	214	Literature	216	Avg	Informational Text	214	LoAvg	Vocabulary Acquisition and Use	212	LoAvg			

Dashboard Report

WHAT ARE AREAS OF STRENGTH/ CONCERNS FOR MY STUDENT?

NWEA: Student Goal Setting Worksheet



Student Goal Setting Worksheet

District: Stockton Unified School District
 School:
 Growth Measured from: Spring 2014 to Spring 2015

Student ID: _____

Mathematics (MAP: Math 6+ Common Core 2010 V2)

	SP14	SU14	FA14	WI15	SP15
Overall RIT Score	220		226	217	
Goal Performance			222-233	203-215	
Operations and Algebraic Thinking			223-235	220-232	
The Real and Complex Number Systems			217-228	209-221	
Geometry			220-232	212-224	
Statistics and Probability					

Lexile® Range: 555-705L (SP14), 573-723L (FA14), 753-903L (WI15)

Projected RIT: 226
 My Goal: _____
 RIT Growth: _____

Reading (MAP: Reading 6+ Common Core 2010 V2)

	SP14	SU14	FA14	WI15	SP15
Overall RIT Score	203		204	214	
Goal Performance			201-212	210-221	
Literature			201-213	208-219	
Informational Text			193-204	206-217	
Vocabulary Acquisition and Use					

Lexile® Range: 555-705L (SP14), 573-723L (FA14), 753-903L (WI15)

Projected RIT: 208
 My Goal: _____
 RIT Growth: _____

Illuminate: Recent Reading Results

MAP: Recent Reading Results by Student by Skills

4 Columns Download

Enrollment Area :	Enrollment Site Name :	Grade Level :	Reported Race :
English Proficiency : English Leamer	Student Is Special Ed : N	Fall To Winter Growth Target : 2	Fall To Spring Growth Target : 4
Winter 1415 Read RIT : 214	Winter 1415 Read Goal 1 : Literature	Winter 1415 Read Goal 1 RIT : 216	Winter 1415 Read Goal 1 Level : Avg
Winter 1415 Read Goal 2 : Informational Text	Winter 1415 Read Goal 2 RIT : 214	Winter 1415 Read Goal 2 Level : LoAvg	Winter 1415 Read Goal 3 : Vocabulary Acquisition and Use
Winter 1415 Read Goal 3 RIT : 212	Winter 1415 Read Goal 3 Level : LoAvg	Winter 1415 Read Goal 4 :	Winter 1415 Read Goal 4 RIT :
Winter 1415 Read Goal 4 Level :	Fall 1415 Read RIT : 204	Fall 1415 Read Goal 1 : Literature	Fall 1415 Read Goal 1 RIT : 206
Fall 1415 Read Goal 1 Level : LoAvg	Fall 1415 Read Goal 2 : Informational Text	Fall 1415 Read Goal 2 RIT : 207	Fall 1415 Read Goal 2 Level : LoAvg
Fall 1415 Read Goal 3 : Vocabulary Acquisition and Use	Fall 1415 Read Goal 3 RIT : 199	Fall 1415 Read Goal 3 Level : Low	Fall 1415 Read Goal 4 :
Fall 1415 Read Goal 4 RIT :	Fall 1415 Read Goal 4 Level :		

NWEA: Class Report

Mathematics

MAP: Math 6+ Common Core 2010 V2 / Common Core Mathematics K-12: 2010

Name (Student ID)	Grade	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Test Duration	Goal Performance			
						A	B	C	D
	6	05/18/15	221-224-227	39-46-53	51 m	HiAvg	Low	Avg	Avg
	6	05/18/15	215-218-221	25-32-39	50 m	Low	LoAvg	Avg	LoAvg
	6	05/18/15	194-197-200	2-4-6	44 m	Low	Low	Low	Low

WHAT IS MY STUDENT READY TO LEARN NOW?

Class Report						
 Class: Grade ELA, Period						
Reading						
MAP: Reading 6+ Common Core 2010 V2 / Common Core English Language Arts K-12: 2010						
Name (Student ID)	Grade	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration
			211-214-217	28-38-47	753-903L	126 m

Term Rostered:	Spring 2014-2015	
Term Tested:	Winter 2014-2015	
District:	Stockton Unified School District	
School:		
Small Group Display:	No	
Goal Performance		
A. Literature		
B. Informational Text		
C. Vocabulary Acquisition and Use		
A	B	C
Avg	LoAvg	LoAvg

Goal Performance:

- Low (percentile < 21)
- LoAvg (percentile between 21-40)
- Avg (percentile between 41-60)
- HiAvg (percentile between 61-80)
- High (percentile > 80)

LEARNING CONTINUUM

Word Relationships and Nuance

211-220

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 antonyms of given words in the 2-5 grade band
- Identifies antonyms of given words in the 6-8 grade band
- Identifies antonyms of given words in the 9-12 grade band

Word Nuances and Shades of Meaning

- Understands precise connotations of words with similar meanings
- Uses context to determine connotation of words
- Analyzes nuances in meaning among related words to determine which fits a given context

Overall RIT: 214
 Lexile Range: 753-903
 Goal Range: 206-217

[View All](#)

Word Relationships and Nuance		
← 201-210	211-220	221-230 →
Reinforce these skills & concepts	Develop these skills & concepts	Introduce these skills & concepts
Word Relationships		
<ul style="list-style-type: none"> Identifies synonyms of given words in the 2-5 grade band 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 antonyms of given words in the 2-5 grade band Identifies antonyms of given words in the 6-8 grade band Identifies antonyms of given words in the 9-12 grade band Identifies as antonyms pairs of words in the 2-5 grade band Identifies as synonyms pairs of words in the 2-5 grade band 	<ul style="list-style-type: none"> 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 antonyms of given words in the 2-5 grade band Identifies antonyms of given words in the 6-8 grade band Identifies antonyms of given words in the 9-12 grade band 	<ul style="list-style-type: none"> 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

Class Breakdown Report by Goal

MAP: Reading 6+ Common Core 2010 V2 / Common Core English Language Arts K-12: 2010

Goal	Goal Score				
	181-190	191-200	201-210	211-220	221-230
Vocabulary Acquisition and Use				(214)	

Learning Continuum - Class View
MAP: Reading 6+ Common Core 2010 V2

[Edit Display Options](#)

Literature	
Literature: Key Ideas and Details	
Literature: Craft and Structure	
Informational Text	
Informational Text: Key Ideas and Details	
Informational Text: Craft and Structure	
Vocabulary Acquisition and Use	←
Context Clues and Reference	
Word Relationships and Nuance	←

PREPARING STUDENTS FOR MAP

▶ What is MAP?

▶ Purpose of MAP

- ▶ MAP measures how students have grown in reading, math, and/or science throughout the school year and across years.

▶ Setting Goals

▶ How is MAP different from other tests?

▶ MAP builds a unique test for each student;

- ▶ Every student will have a different test

▶ Students are not expected to know the answer to every question.

▶ Students cannot skip items, and they cannot go back

- ▶ Students may change an answer as many times as they like, but once they have clicked **Go On** or pressed the **ENTER** key, the answer cannot be changed.

▶ The tests are untimed, but students need to work productively.

▶ Students should use their best test-taking skills

▶ MAP is not a pass or fail test

▶ How are MAP (RIT) Scores calculated? Adaptive Testing

▶ The MAP score is **NOT** determined by the number of questions students answer correctly.

▶ The MAP score is determined by level of difficulty of the questions that students answer correctly (answering harder questions correctly = higher MAP score)

Student Response	Next Question	Impact on MAP RIT Score
Correct	More difficult question	Higher score
Incorrect	Easier question	

MAP MEASURES LEARNING



3rd grade
50 inches

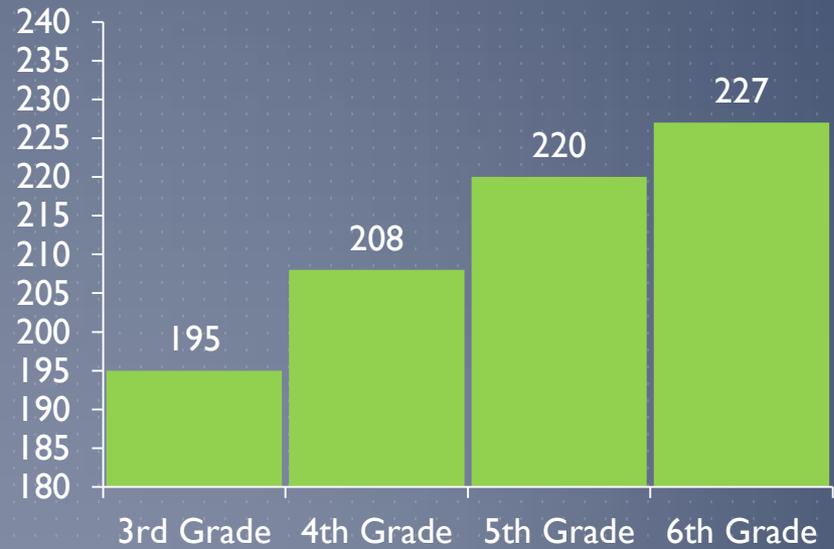
4th grade
52 inches

5th grade
55 inches

6th grade
60 inches



MAP scores



MINDSET

Growth Mindset

Intelligence is a malleable quality, a potential that can be developed.

Values learning and knowledge

Believes in effort, persistence, and hard work

Seeks challenges and takes learning risks

Yes, it is possible.

Mindset
Carol Dweck, Ph.D.

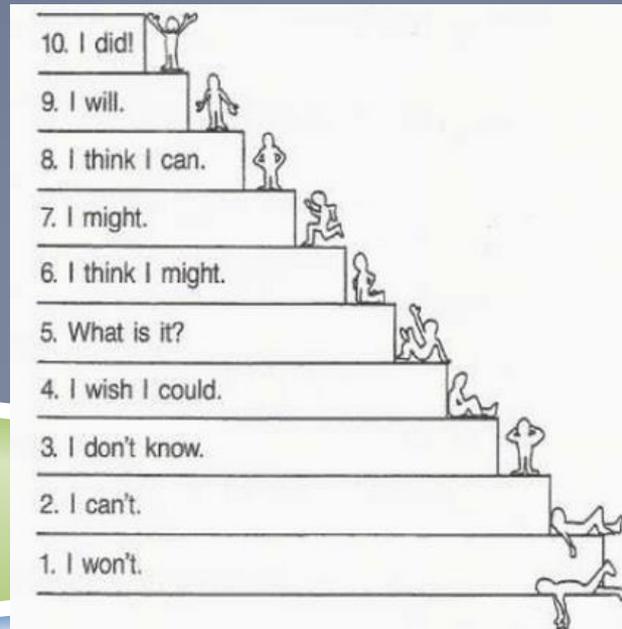
Fixed Mindset

Intelligence is a fixed trait

Values Grades, Winning or Performance

Tries to do the least amount of work possible/necessary

You either can or you can't.



MPG/MAP MODULES

PRACTICE SESSIONS; SAMPLE QUESTIONS

▶ MPG

- ▶ [Animated Video](#)
- ▶ [Interactive Module](#)
- ▶ Sample Questions
 - ▶ [MPG Mathematics](#) (Grade K-2)
 - ▶ [MPG Reading](#) (Grade K-2)
 - ▶ [MPG Short Mix](#) (Grade K-2)

▶ MAP

- ▶ [Video](#)
- ▶ Sample Questions
 - ▶ [MAP Mathematics](#) (Grade 3-5)
 - ▶ [MAP Reading](#) (Grade 3-5)
 - ▶ [MAP Short Mix](#) (Grade 2-5)

[Examples of Technology Enhanced Items](#)

CONTACT & RESOURCES

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Ext. 2211
mtnguyen@stocktonusd.net

Password Reset/MAP User Account
Glenn Galiste
Research and Accountability
Ext. 2226
ggaliste@stocktonusd.net

SUSD Information Services:
HELP (4357) <http://helpdesk>
Kris Da San Martino (209) 933-7090
kdasanmartino@stocktonusd.net

SUSD MAP Website
<http://ra-susd-ca.schoolloop.com/map>

MAP Login
<https://susd-admin.mapnwea.org>

MAP Technical Support
1-877-469-3287
techsupport@nwea.org