# MAP Assessments: Making Sense of Data

Site Training
October 25, 2016

# Welcome! Please sign in



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- Access MAP results
- Identify academic areas of strength and growth
- Use the Learning Continuum to identify skills and concepts students are ready to learn

# NWEA MAP

- Northwest Evaluation Association: Measures of Academic Progress
- Computer-adaptive interim assessments
  - Individual testing experience
  - Scores are dependent on the number and type (level of difficulty) of questions students answer correctly
- Results are reported as an overall RIT score
  - Raush Unit
  - RIT scores represent the skills and concepts students are ready to learn
    - Overall RIT scores, individual Goal Strand RIT ranges
- Administration
  - Fall: August 12 - Sept 2, 2016 (ended)
  - Winter: November 17 - Jan 6, 2017
  - Spring: Grades 3-12: March 13 - April 14; Grades K-2: May 1 - May 19, 2017

# NWEA MAP @ SUSD

| 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 | 208 |
| 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 |

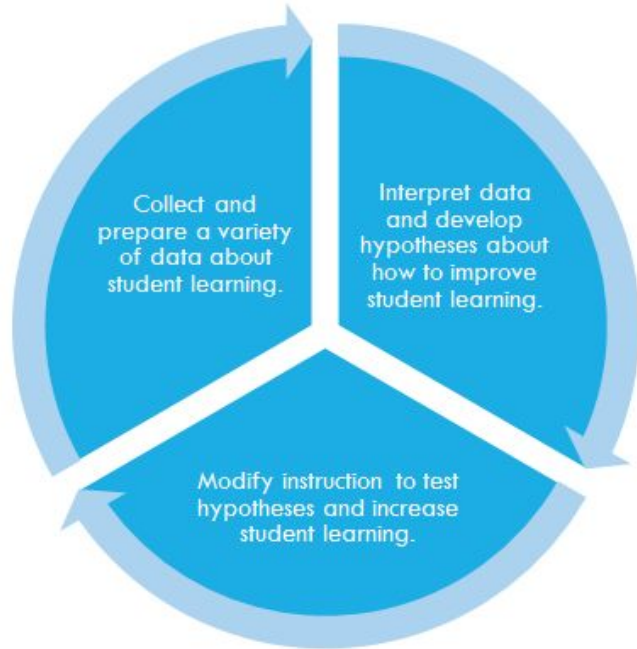| SCIENCE | | | |
|---|---|---|---|
| Grade | Fall | Winter | Spring |
| 5 | 200 | 204 | 206 |
| 8 | 210 | 212 | 214 |
| 10 | 215 | 216 | 216 |

# Questions to ponder...

What strategies, measures or indicators do you use to group students?

What are your thoughts and/or concerns regarding the use of data to inform instructional practices?

What information have you used to identify your students' learning needs?

# Data Based Decisions

Collect and prepare a variety of data about student learning.

Interpret data and develop hypotheses about how to improve student learning.

Modify instruction to test hypotheses and increase student learning.

"Data provides a way to assess what students are learning and the extent to which students are making progress towards goals" (5)

Hamilton, L. S., National Center for Education Evaluation and Regional Assistance (U.S.), & What Works Clearinghouse (Institute of Education Sciences). (2009). *Using student achievement data to support instructional decision making*. Washington, D.C.: U.S. Dept. of Education, National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences.

# Making Sense of Data: Class Analysis

- What will my class learn next?
  - Priority Standards?
  - Mastery?
- What is my class' overall NWEA MAP achievement (Fall 2016)?
  - Academic diversity?
  - What are areas of strength and growth?
  - At what level is the majority of my students performing at?
- What is my class ready to learn?
  - What skills/concepts are students ready to learn now?
  - What skills/concepts are appropriate for whole class, small groups, and individual instruction?

PDF Fillable:

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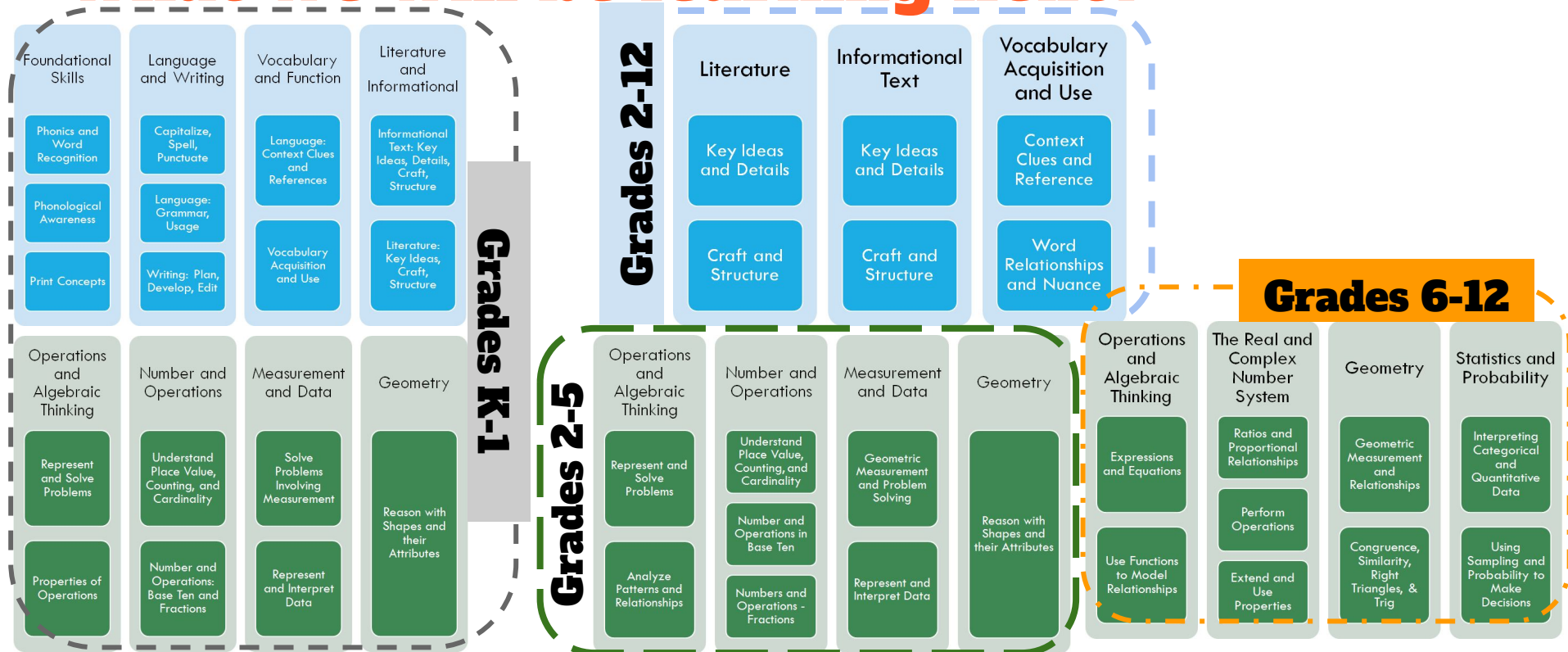Google Form download:

goo.gl/2p7pMe

# What will my class learn next?

- What do my students need to know or be able to do?
- What does mastery look like?
- What are the priority standards?
- How and when will i check my students' progress?

Curriculum at SUSD

- Common Core at SUSD
- Instructional Guides
- RCD Unit of Study

# What goal area most closely aligns with what we will be learning next?

**Grades K-1**

| Foundational Skills | Language and Writing | Vocabulary and Function | Literature and Informational |
|---|---|---|---|
| Phonics and Word Recognition | Capitalize, Spell, Punctuate | Language: Context Clues and References | Informational Text: Key Ideas, Details, Craft, Structure |
| Phonological Awareness | Language: Grammar, Usage | Vocabulary Acquisition and Use | Literature: Key Ideas, Craft, Structure |
| Print Concepts | Writing: Plan, Develop, Edit | | |

**Grades 2-12**

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

**Grades 2-5**

| Operations and Algebraic Thinking | Number and Operations | Measurement and Data | Geometry |
|---|---|---|---|
| Represent and Solve Problems | Understand Place Value, Counting, and Cardinality | Geometric Measurement and Problem Solving | Reason with Shapes and their Attributes |
| Analyze Patterns and Relationships | Number and Operations in Base Ten | Represent and Interpret Data | |
| | Numbers and Operations - Fractions | | |

**Grades K-1** (Math)

| Operations and Algebraic Thinking | Number and Operations | Measurement and Data | Geometry |
|---|---|---|---|
| Represent and Solve Problems | Understand Place Value, Counting, and Cardinality | Solve Problems Involving Measurement | Reason with Shapes and their Attributes |
| Properties of Operations | Number and Operations: Base Ten and Fractions | Represent and Interpret Data | |

**Grades 6-12**

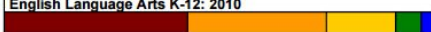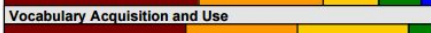| Operations and Algebraic Thinking | The Real and Complex Number System | Geometry | Statistics and Probability |
|---|---|---|---|
| Expressions and Equations | Ratios and Proportional Relationships | Geometric Measurement and Relationships | Interpreting Categorical and Quantitative Data |
| Use Functions to Model Relationships | Perform Operations | Congruence, Similarity, Right Triangles, & Trig | Using Sampling and Probability to Make Decisions |
| | Extend and Use Properties | | |

# What is my class' overall MAP achievement?

- Overall Subject Achievement?
  - Illuminate Education: Reading Math Science
    - Overall RIT score; Levels: On Grade Level, Strategic, Intensive; Met/Not Met Standards
  - NWEA MAP: Class Report (summary)
    - Mean/Median
    - Overall performance
    - Academic diversity

| Summary | |
|---|---|
| Total Students With Valid Growth Test Scores | 31 |
| Mean RIT | 192.1 |
| Median RIT | 195 |
| Standard Deviation | 15.5 |
| District Grade Level Mean RIT | 191.9 |
| Students At or Above District Grade Level Mean RIT | 18 |
| Norm Grade Level Mean RIT | 205 |
| Students At or Above Norm Grade Level Mean RIT | 5 |

| Fall 1617 Read RIT Score | Fall 1617 Read RIT Level (SBAC Aligned) | Fall 1617 Read RIT Met Standards? | 2016-2017 NWEA Reading Fall Test Percentile | 2016-17 Read Fall Goal 1 | 2016-17 Read Fall Goal 1 Range |
|---|---|---|---|---|---|
| 195 | 2-Strategic | Not Met Standards | 26 | Literature | 192-204 |
| 164 | 1-Intensive | Not Met Standards | 1 | Literature | 159-171 |
| 214 | 3-On Grade Level | Met Standards | 72 | Literature | 214-226 |
| 205 | 2-Strategic | Not Met Standards | 50 | Literature | 205-217 |

|  | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Median RIT | Std Dev |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | count | % | count | % | count | % | count | % | count | % | | | |
| **Overall Performance** MAP: Reading 2-5 Common Core 2010 V2 / Common Core English Language Arts K-12: 2010 | 13 | 42% | 10 | 32% | 5 | 16% | 2 | 6% | 1 | 3% | 189-**192**-195 | 195 | 15.5 |
| **Goal Area** | | | | | | | | | | | | | |
| Literature | 11 | 35% | 11 | 35% | 4 | 13% | 4 | 13% | 1 | 3% | 191-**194**-197 | 198 | 16.3 |
| Informational Text | 14 | 45% | 9 | 29% | 4 | 13% | 3 | 10% | 1 | 3% | 189-**192**-195 | 192 | 16.3 |
| Vocabulary Acquisition and Use | 13 | 42% | 8 | 26% | 8 | 26% | 2 | 6% | 0 | 0% | 188-**191**-194 | 196 | 16.3 |

# Overall Goal Achievement: Class Breakdown

| RIT Level | < 181 | 181-190 | 191-200 | 201-210 | 211-220 |
|---|---|---|---|---|---|
| Count | 7 | 4 | 8 | 8 | 4 |

| Goal | Goal Score | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 141-150 | 151-160 | 161-170 | 171-180 | 181-190 | 191-200 | 201-210 | 211-220 | 221-230 | 231-240 |
| Literature | ... (157) | | ... (164) | (171)<br>(175)<br>(176)<br>... (177)<br>(178) | (177)<br>... (181)<br>... (181)<br>(184) | (187)<br>(189)<br>(193)<br>(194)<br>(195)<br>(199)<br>... (201)<br>(203) | ... (198)<br>(199)<br>(201)<br>(201)<br>(201)<br>(204)<br>(206)<br>(207) | (205)<br>(214)<br>(215)<br>(221) | | |
| Informational Text | | | (164)<br>(171)<br>(177) | (157)<br>(177)<br>(178)<br>(181)<br>(181) | (176)<br>(187)<br>(189)<br>(193) | (184)<br>(194)<br>(195)<br>ва... (198)<br>(199)<br>(201)<br>(201)<br>(201)<br>(201) | (203)<br>(204)<br>(205)<br>(206)<br>(214) | E.G. Ramirez (207)<br>P.A. Pena (215) | | C.V. Salto (221) |
| Vocabulary Acquisition and Use | | (157)<br>... (164) | ... (171)<br>(176)<br>... (177) | (175)<br>(177)<br>... (181)<br>... (181)<br>(184) | (178)<br>(187)<br>(189) | (193)<br>(194)<br>(195)<br>... (198)<br>(199)<br>(206) | (199)<br>(201)<br>... (201)<br>(201)<br>(203)<br>(204)<br>(205)<br>x (207)<br>(221) | (214)<br>(215) | | |

# The Learning Continuum

| Reinforce | Develop | Introduce |
|---|---|---|
| Skills and/or concepts that students may need continued reinforcement, support, and enhancement to maintain | Skills or concepts that students are ready to learn. | Skills and/or concepts that students might be ready to learn if groundwork is laid or if a task is presented in a more structured format. |
| **Reteach** | **Teach** | **Preteach** |

# What is my class ready to learn?

## Learning Continuum: Class View

**Inferences, Conclusions, Predictions**
- Draws conclusions from literary text
- Makes inferences about characters in literary text
- Makes inferences about plot in literary text
- Makes inferences about setting in literary text
- Makes inferences based on a title
- Makes inferences from poetry
- Makes predictions from literary text

**Locating Information**
- Determines cause in literary text
- Determines effect in literary text
- Locates details about characters in literary text
- Locates details about events in literary text
- Locates details about plot in literary text
- Locates details about setting in literary text

191-200
View All

**Main or Central Idea, Topic, Titles**
- Determines the central idea in literary text
- Identifies the best title for a literary text

**Plot**
- Identifies problem/conflict in literary text
- Identifies the resolution of conflict in literary text

**Sequencing**
- Understands sequence in literary text

**Setting**
- Compares or contrasts setting across literary texts
- Draws conclusions about a setting based on a description
- Identifies details that reveal aspects of setting
- Identifies setting
- Recognizes description of setting

**Summarizing, Paraphrasing**
- Summarizes a sequence of events in literary text
- Summarizes literary text

**Supporting Details**
- Compares and contrasts ideas presented in multiple literary texts
- Determines details that support the central idea in literary text

**Theme, Moral, Lesson**
- Determines the lesson learned by a character
- Determines the moral of a fable
- Determines the moral of a story
- Determines theme in literary text
- Determines theme in poetry

Overall RIT: 187
Lexile Range: 267-417
Goal Range: 187-199

Overall RIT: 199
Lexile Range: 483-633
Goal Range: 194-206

Overall RIT: 193
Lexile Range: 375-525
Goal Range: 194-206

Overall RIT: 203
Lexile Range: 555-705
Goal Range: 188-200

Overall RIT: 195
Lexile Range: 411-561
Goal Range: 192-204

Overall RIT: 194
Lexile Range: 393-543
Goal Range: 187-199

Overall RIT: 189
Lexile Range: 303-453
Goal Range: 187-199

Overall RIT: 201
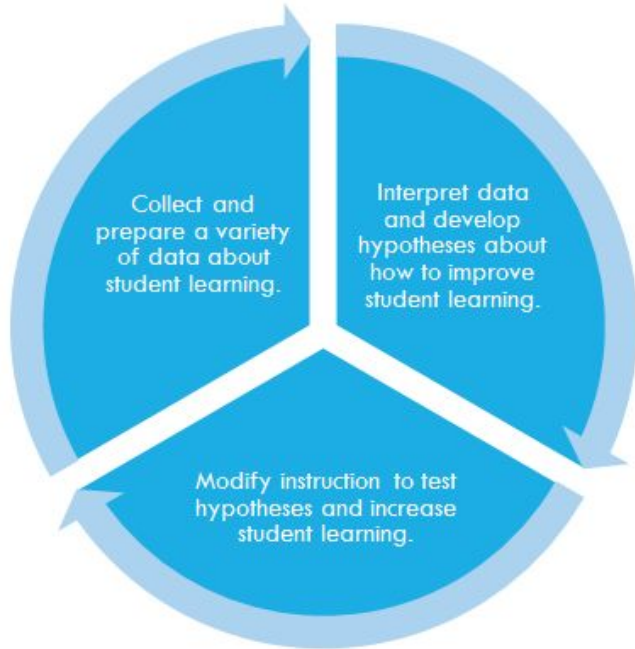Lexile Range: 519-669
Goal Range: 192-204

**Theme, Moral, Lesson**
- Determines the lesson learned by a character
- Determines the moral of a fable
- Determines the moral of a story
- Determines theme in literary text
- Determines theme in poetry

## Learning Continuum: Test View

**Literature**

**Literature: Key Ideas and Details**

| 181-190 | 191-200 | 201-210 |
| --- | --- | --- |
| **Reinforce** these skills & concepts | **Develop** these skills & concepts | **Introduce** these skills & concepts |

**Theme, Moral, Lesson**

| Determines the lesson learned by a character | Determines the lesson learned by a character | Determines the moral of a fable |
| Determines the moral of a story | Determines the moral of a fable | Determines the moral of a story |
| Determines theme in literary text | Determines the moral of a story | Determines theme in literary text |
| | Determines theme in literary text | Determines theme in poetry |
| | Determines theme in poetry | |

# Learning Continuum: Test View

| <170 | 171-180 | 181-190 | 191-200 | 201-210 | 211+ |
|------|---------|---------|---------|---------|------|
|  | Determines the lesson learned by a character | Determines the lesson learned by a character<br><br>Determines the moral of a story<br><br>Determines theme in literary text | Determines the lesson learned by a character<br><br>Determines the moral of a fable<br><br>Determines the moral of a story<br><br>Determines theme in literary text<br><br>Determines theme in poetry | Determines the moral of a fable<br><br>Determines the moral of a story<br><br>Determines theme in literary text<br><br>Determines theme in poetry | Analyzes the development of a shared theme in multiple texts<br><br>Determines a shared theme in multiple texts<br><br>Determines the moral of a fable<br><br>Determines theme in literary text<br><br>Determines theme in poetry |

# Data Cycle



Collect and prepare a variety of data about student learning.

Interpret data and develop hypotheses about how to improve student learning.

Modify instruction to test hypotheses and increase student learning.

Hamilton, L. S., National Center for Education Evaluation and Regional Assistance (U.S.), & What Works Clearinghouse (Institute of Education Sciences). (2009). *Using student achievement data to support instructional decision making*. Washington, D.C.: U.S. Dept. of Education, National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences.

# SMART GOALS

| S | M | A | R | T |
|---|---|---|---|---|
| **Specific** | **Measurable** | **Attainable** | **Relevant** | **Time Based** |
| What do we want to achieve? | How will we have met our class goal? | What steps are needed to reach our goal? | How will meeting this goal help our class? | How long will it take to reach our goal? |
| **Goal** | **Data – MAP; Assessments** | **Action Plan** | **Meaningful** | **Timeline** |

- Access MAP results
- Identify academic areas of strength and growth
- Use the Learning Continuum to identify skills and concepts students are ready to learn