Measures of Academic Progress (MAP) Data and Analysis

Presented by: Matt Cobb and Katie Johnson

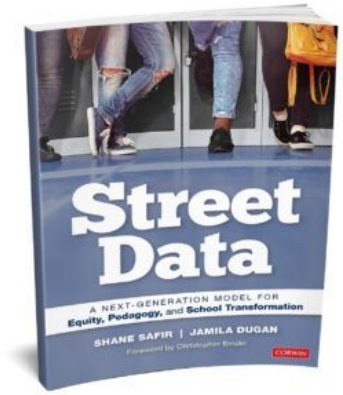
Objective:

Participants will be able to navigate and analyze NWEA data in order to problem solve effective student supports and enrichment.

Objective

THE MASTER'S TOOLS WILL NEVER DISMANTLE THE MASTER'S HOUSE.

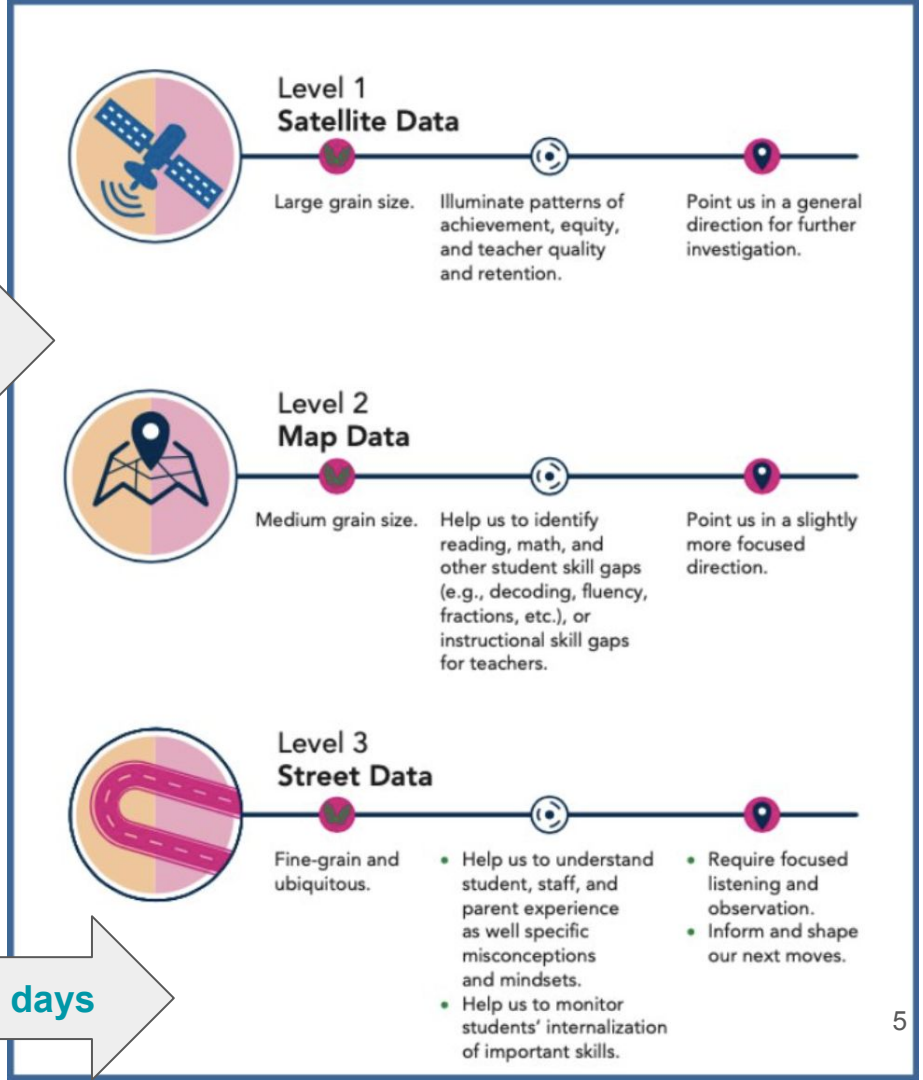
- AUDRE LORDE -



"Street data are the qualitative and experiential data that emerges at eye level and on lower frequencies when we train our brains to discern it. These data are asset based, … helping educators look for what's *right* in our students, schools, and communities instead of seeking out what's *wrong*" (p. 57).

MAP RIT

The last 90 school days



Stop and Reflect:

How has the press for big data and "results" impacted you and your community?

What have you gained or lost?

Wrap Up

What might a more *holistic* approach to teaching, learning, and school culture look like in your context?

How will we meet our objectives today?

1. **Login** to https://www.nwea.org/
2. **Learn** how to navigate the MAP information.
3. **Analyze** data in order to problem solve whole class academic needs and individual academic needs.
4. **Use** this analysis to **implement** informed instructional supports.

Why do our schools use the NWEA?

- All students have an individual growth goal.
- Teachers can use this data to inform their instruction.
- The breakdown of MAP data can allow teachers to build supports and/or enrichments that are specific and effective.

Northwest Evaluation Association produces the Measures of Academic Progress (MAP) Assessment

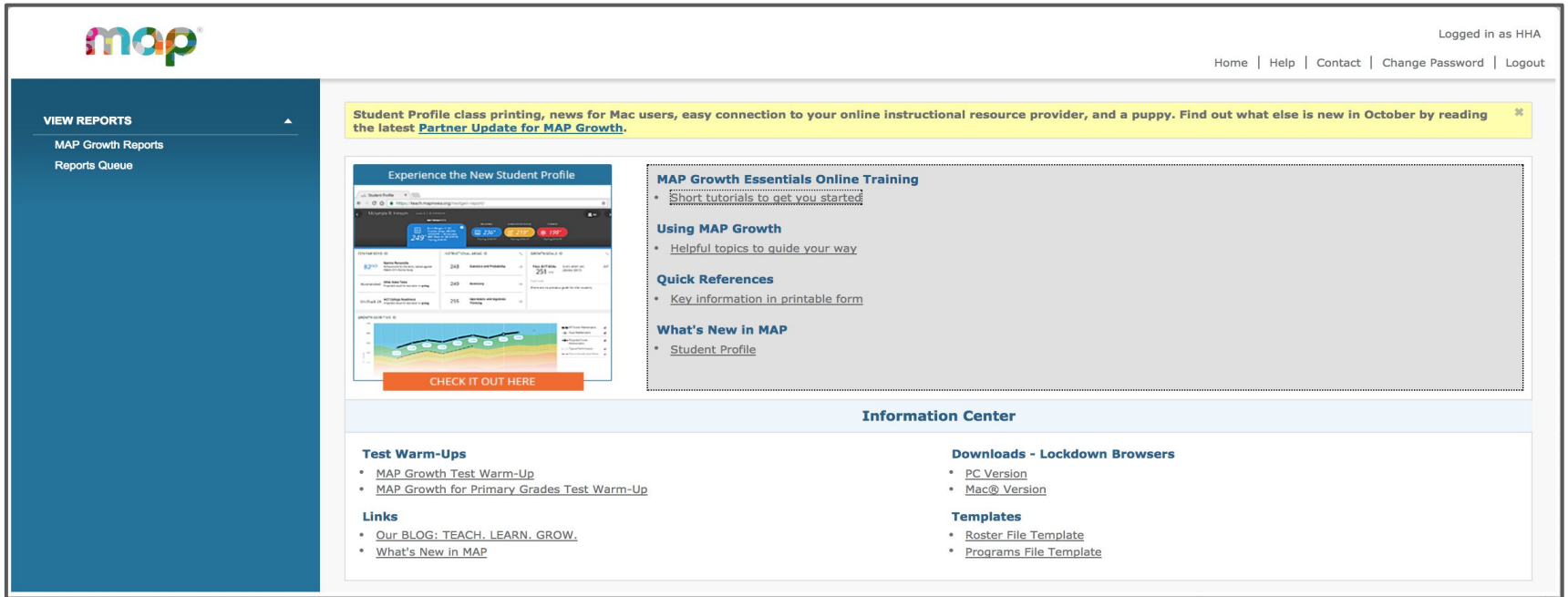
NWEA® is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction.

https://www.nwea.org/

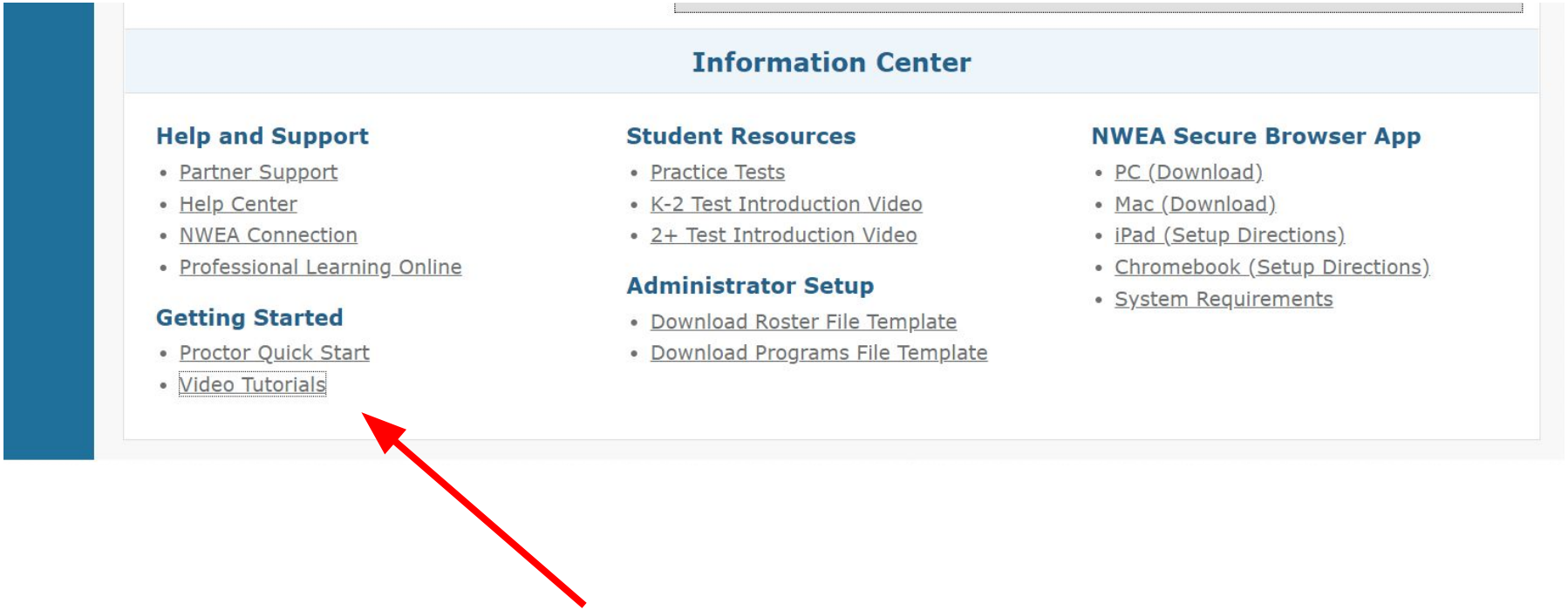
Login Information

Step 1: Login to MAP GROWTH

Step 2: Once logged in, you will observe the main page.



Video Tutorials to get started



Video Tutorials to get started

Your Data

MAP Roles: Instructor, Administrator, Assessment Coordinator

Student Level Reports:

- **Student Profile**
- **Student Goal Setting Worksheet**

Class Level Reports:

- **Achievement Status and Growth**
- **Class**
- **Class Breakdown**
- **Learning Continuum**

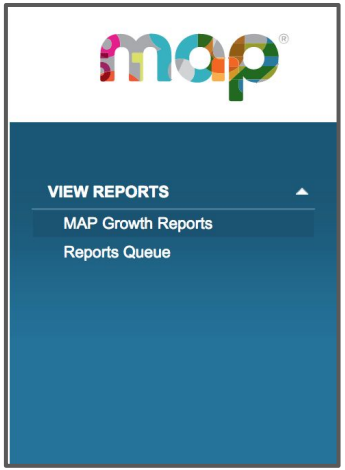
School and District Level Reports:

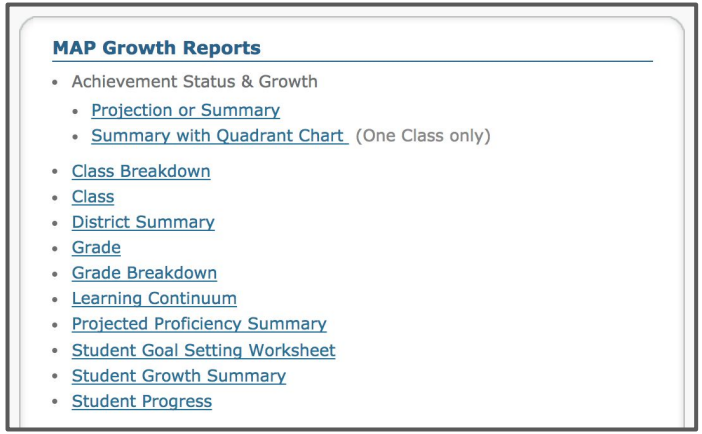
- **District Summary**
- **Grade**
- **Projected Proficiency**
- **Student Growth Summary**

Navigating WHOLE CLASS DATA

Step 2: Click on Math Growth Reports on the left side

Step 3: Select "Class" and follow the prompts to choose the report you would like to view.





Navigating CLASS Report
Where your students are now.

The first page shows the overall score summary for your class.

1. **You can compare the Mean/Median RIT to the National Average.**

Science - General Science

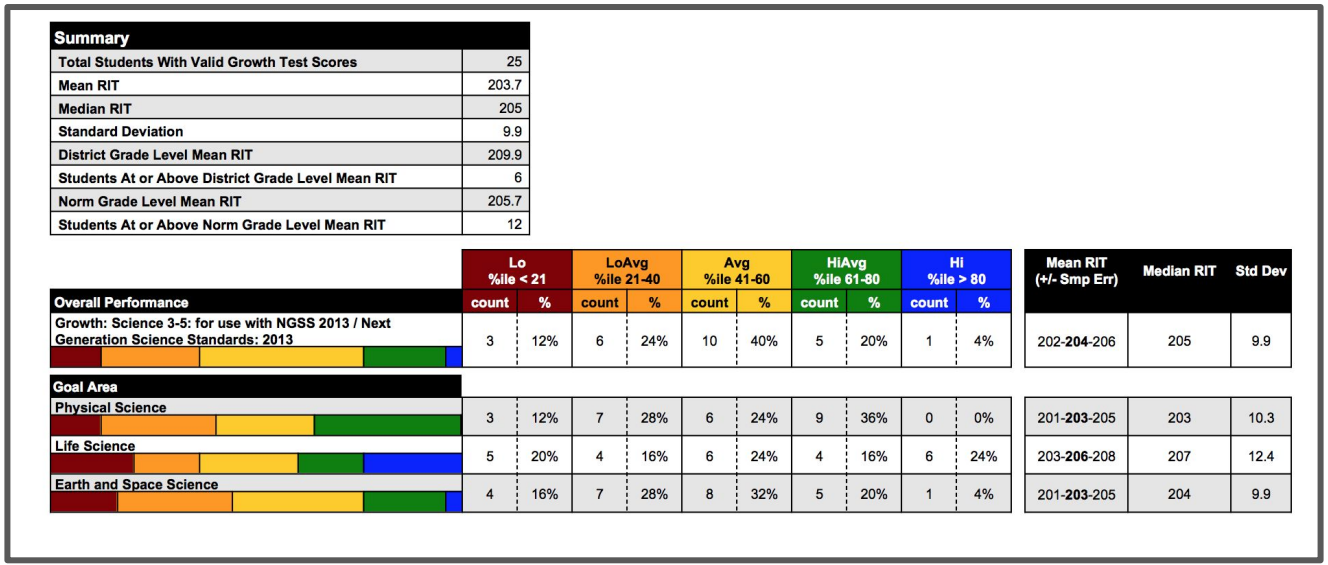
Summary	
Total Students With Valid Growth Test Scores	25
Mean RIT	203.7
Median RIT	205
Standard Deviation	9.9
District Grade Level Mean RIT	209.9
Students At or Above District Grade Level Mean RIT	6
Norm Grade Level Mean RIT	205.7
Students At or Above Norm Grade Level Mean RIT	12

Overall Performance	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	%			
Science - General Science	3	12%	6	24%	10	40%	5	20%	1	4%	202-**204**-206	205	9.9

Navigating CLASS Report

The second page includes a breakdown of more specific data points. We can see how students performed in each goal area.

1. **You can identify class strengths and weaknesses.**



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	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
Overall Performance	count	%	count	%	count	%	count	%	count	%			
Growth: Science 3-5: for use with NGSS 2013 / Next Generation Science Standards: 2013	3	12%	6	24%	10	40%	5	20%	1	4%	202-**204**-206	205	9.9
Goal Area													
Physical Science	3	12%	7	28%	6	24%	9	36%	0	0%	201-**203**-205	203	10.3
Life Science	5	20%	4	16%	6	24%	4	16%	6	24%	203-**206**-208	207	12.4
Earth and Space Science	4	16%	7	28%	8	32%	5	20%	1	4%	201-**203**-205	204	9.9

Navigating CLASS Report

This report just shows a student's current status--not growth.

Growth: Science 3-5: for use with NGSS 2013 / Next Generation Science Standards: 2013

						Goal Performance A. Life Science B. Physical Science C. Earth and Space Science		
Name (Student ID)	**Grade**	**Test Date**	**RIT (+/- Std Err)**	**Percentile (+/- Std Err)**	**Test Duration**	**A**	**B**	**C**
[redacted]	5	05/24/17	165-**168**-171	1-1-1	13 m	Low	Low	Low
	5	05/23/17	190-**193**-196	7-**12**-19	87 m	Low	Low	LoAvg
	5	05/24/17	192-**195**-198	10-**16**-25	60 m	Low	LoAvg	Low
	5	05/24/17	194-**197**-200	14-**21**-30	67 m	Low	Avg	LoAvg
	5	05/24/17	194-**197**-200	14-**21**-30	51 m	LoAvg	LoAvg	Low
	5	05/24/17	195-**198**-201	16-**24**-34	132 m	LoAvg	LoAvg	Low
	5	05/24/17	195-**198**-201	16-**24**-34	63 m	LoAvg	LoAvg	LoAvg
	5	05/24/17	197-**200**-203	21-**30**-41	89 m	Low	LoAvg	Avg
	5	05/24/17	198-**201**-204	23-**33**-44	59 m	Avg	LoAvg	LoAvg
	5	05/24/17	201-**204**-207	33-**44**-55	129 m	Avg	Avg	LoAvg
	5	05/24/17	201-**204**-207	33-**44**-55	118 m	Avg	LoAvg	Avg
	5	05/24/17	202-**205**-208	36-**47**-59	77 m	HiAvg	Avg	Avg
	5	05/24/17	202-**205**-208	36-**47**-59	30 m	Avg	Avg	Avg
	5	05/24/17	204-**207**-210	43-**55**-66	48 m	Avg	HiAvg	LoAvg
	5	05/24/17	204-**207**-210	43-**55**-66	85 m	HiAvg	Low	HiAvg
	5	05/24/17	204-**207**-210	43-**55**-66	68 m	Avg	HiAvg	Avg
	5	05/24/17	205-**208**-211	46-**58**-70	87 m	LoAvg	HiAvg	HiAvg
	5	05/24/17	205-**208**-211	47-**58**-69	207 m	High	HiAvg	LoAvg
	5	05/24/17	205-**208**-211	46-**58**-70	41 m	HiAvg	Avg	Avg
	5	05/24/17	208-**211**-214	58-**69**-78	127 m	HiAvg	HiAvg	HiAvg
	5	05/24/17	210-**213**-216	65-**75**-83	46 m	High	Avg	HiAvg
	5	05/24/17	210-**213**-216	65-**75**-83	93 m	High	HiAvg	Avg
	5	05/24/17	210-**213**-216	65-**75**-83	64 m	High	HiAvg	HiAvg
	5	05/24/17	212-**215**-218	71-**80**-87	36 m	High	HiAvg	Avg
	5	05/24/17	214-**217**-220	77-**85**-91	73 m	High	HiAvg	High

Navigating CLASS Report

This report just shows a student's current status--not growth.

Growth: Science 3-5: for use with NGSS 2013 / Next Generation Science Standards: 2013

Goal Performance
A. Life Science
B. Physical Science
C. Earth and Space Science

Name (Student ID)	Grade	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Test Duration	A	B	C
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	5	05/24/17	197-**200**-203	21-**30**-41	89 m	Low	LoAvg	Avg
	5	05/24/17	198-**201**-204	23-**33**-44	59 m	Avg	LoAvg	LoAvg
	5	05/24/17	201-**204**-207	33-**44**-55	129 m	Avg	Avg	LoAvg
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	5	05/24/17	202-**205**-208	36-**47**-59	30 m	Avg	Avg	Avg
	5	05/24/17	204-**207**-210	43-**55**-66	48 m	Avg	HiAvg	LoAvg
	5	05/24/17	204-**207**-210	43-**55**-66	85 m	HiAvg	Low	HiAvg
	5	05/24/17	204-**207**-210	43-**55**-66	68 m	Avg	HiAvg	Avg
	5	05/24/17	205-**208**-211	46-**58**-70	87 m	LoAvg	HiAvg	HiAvg
	5	05/24/17	205-**208**-211	47-**58**-69	207 m	High	HiAvg	LoAvg
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	5	05/24/17	212-**215**-218	71-**80**-87	36 m	High	HiAvg	Avg
	5	05/24/17	214-**217**-220	77-**85**-91	73 m	High	HiAvg	High

Navigating CLASS Report

What are some important details within this data that you should look at?

Growth: Science 3-5: for use with NGSS 2013 / Next Generation Science Standards: 2013

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	5	05/24/17	204-**207**-210	43-**55**-66	85 m	HiAvg	Low	HiAvg
	5	05/24/17	204-**207**-210	43-**55**-66	68 m	Avg	HiAvg	Avg
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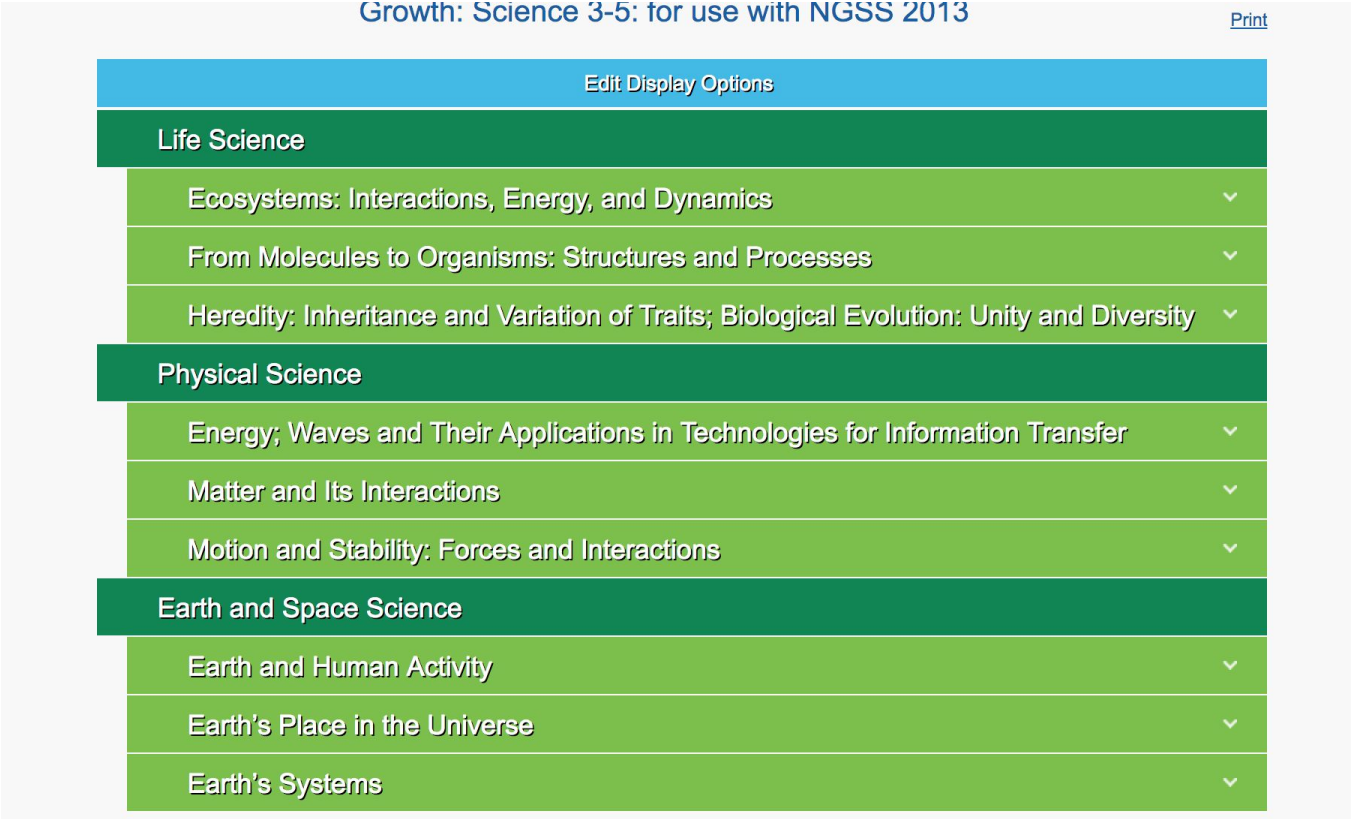
Navigating LEARNING CONTINUUM

Click on any goal to get to the Learning Continuum.



Navigating LEARNING CONTINUUM

Life Science

Ecosystems: Interactions, Energy, and Dynamics

161-170	**Interactions with the Physical Environment** • Infers the needs of plants from observations	No Students
171-180		[redacted]
181-190	**Group Behavior** • Applies scientific ideas to explain effects of group behavior on offspring survival **Interactions with the Physical Environment** • Describes environmental factors that affect the growth of plants and seeds • Describes small-scale environments that meet the needs of organisms • Predicts outcomes of investigations about what seeds need to grow **Pathways of Energy and Matter in Ecosystems** • Completes models of food chains and food webs • Recognizes that the Sun is the main source of energy for all living things	[redacted]
191-200	**Effects of Humans on Habitats and Living Things** • Evaluates designs for improving habitats that were damaged due to human activities **Engineering Design Solutions** • Designs models to show how the structure of some animals affects plant pollination • Evaluates designs for improving habitats that were damaged due to human activities **Interactions among Organisms** • Designs models to show how the structure of some animals affects plant pollination • Identifies examples of animals that eat plants and examples of animals that eat other animals **Interactions with the Physical Environment** • Applies scientific ideas to explain decreased growth rates of animal populations • Describes environmental factors that affect the growth of plants and seeds • Describes small-scale environments that meet the needs of organisms • Identifies environmental factors that affect population size **Pathways of Energy and Matter in Ecosystems** • Completes models of food chains and food webs • Describes energy flow through models of food chains and food webs • Labels producers, consumers, and decomposers in models • Recognizes that the Sun is the main source of energy for all living things • Traces the flow of energy through ecosystems, using models of food chains or food webs	[redacted]

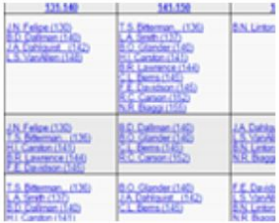
Earth and Space Science

Earth and Human Activity

151-160		No Students
161-170	**Natural Resources** • Recognizes sources of drinking water for animals	[redacted] Goal Range: 161-175
171-180		No Students
181-190	**Effects of Humans on Habitats and Living Things** • Describes how recycling helps the environment **Effects of Humans on Land, Water, and Air** • Recognizes that polluted water is unsafe to drink **Natural Hazards** • Describes causes of lightning **Water on Earth** • Describes how scientists obtain evidence about Earth systems **Weather Conditions, Prediction, and Measurement** • Uses weather forecasts to prepare for severe weather	No Students
	Effects of Humans on Habitats and Living Things • Describes how human activities that help part of the ecosystem benefit the whole ecosystem • Describes how human-caused habitat changes affect populations • Describes how recycling helps the environment **Effects of Humans on Land, Water, and Air** • Describes how humans use plants to reduce erosion **Engineering Design Solutions** • Applies scientific ideas to solve erosion problems • Describes how technologies can reduce impacts of natural hazards	[redacted] Goal Range: 191-203 Adams, Brandon

Navigating CLASS BREAKDOWN

Class Breakdown groups the students based on RIT scores.



Class Breakdown by RIT, Instructional Area, or Projected Proficiency

- Use to group students with similar instructional readiness levels for a subject (by RIT) or for the instructional areas within a subject (by goal)
- View projected performance on state and college readiness assessments

Sample Class Breakdown Reports

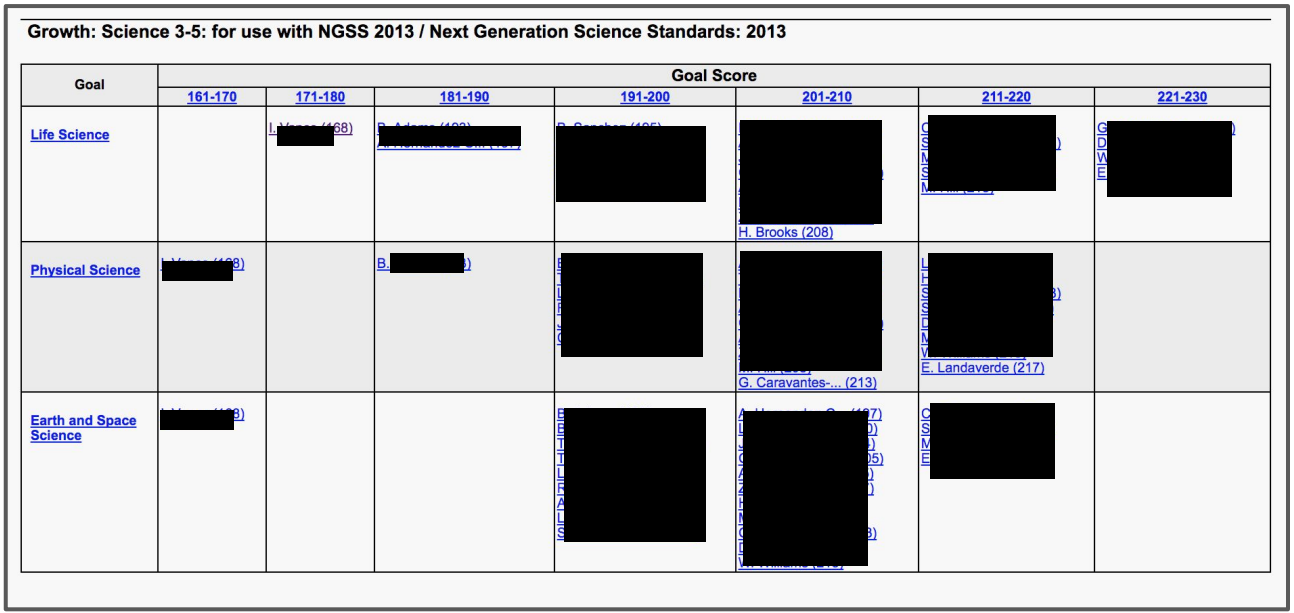
MAP Growth Reports

- Achievement Status & Growth
  - Projection or Summary
  - Summary with Quadrant Chart (One Class only)
- Class Breakdown
- Class
- District Summary
- Grade
- Grade Breakdown
- Learning Continuum
- Projected Proficiency Summary
- Student Goal Setting Worksheet
- Student Growth Summary
- Student Progress

Navigating CLASS BREAKDOWN

Class Breakdown based on RIT scores.

https://teach.mapnwea.org/assist/help_map/Content/AboutMAP/VideoBrowse/ClassBreakdownVideo.htm



Growth: Science 3-5: for use with NGSS 2013 / Next Generation Science Standards: 2013

Goal	Goal Score						
	161-170	171-180	181-190	191-200	201-210	211-220	221-230
Life Science		[redacted]	[redacted]	[redacted]	H. Brooks (208)	[redacted]	[redacted]
Physical Science	[redacted]		[redacted]	[redacted]	G. Caravantes-... (213)	E. Landaverde (217)	
Earth and Space Science	[redacted]			[redacted]	[redacted]	[redacted]	

Navigating Projected Growth Summaries

Achievement Status and Growth (ASG) Projection or Summary

- View growth and performance compared to national norms
- Compare two terms (with summary)

Sample ASG Projection and Summary Reports

Report Options

Growth Comparison Period

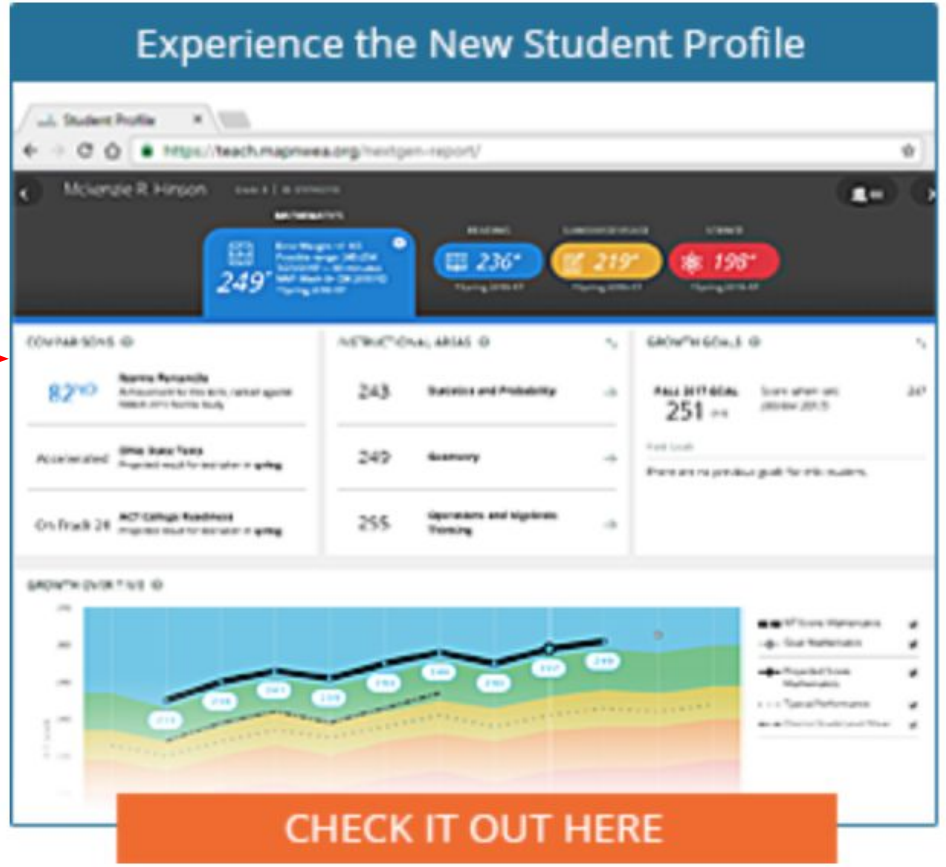
- (●) Fall 2021 - Winter 2022 Growth Projection Report
- ( ) Fall 2021 - Spring 2022 Growth Projection Report
- ( ) Fall 2021 - Fall 2022 Growth Projection Report
- ( ) Fall 2020 - Fall 2021 Growth Summary Report

Navigating INDIVIDUAL STUDENT DATA

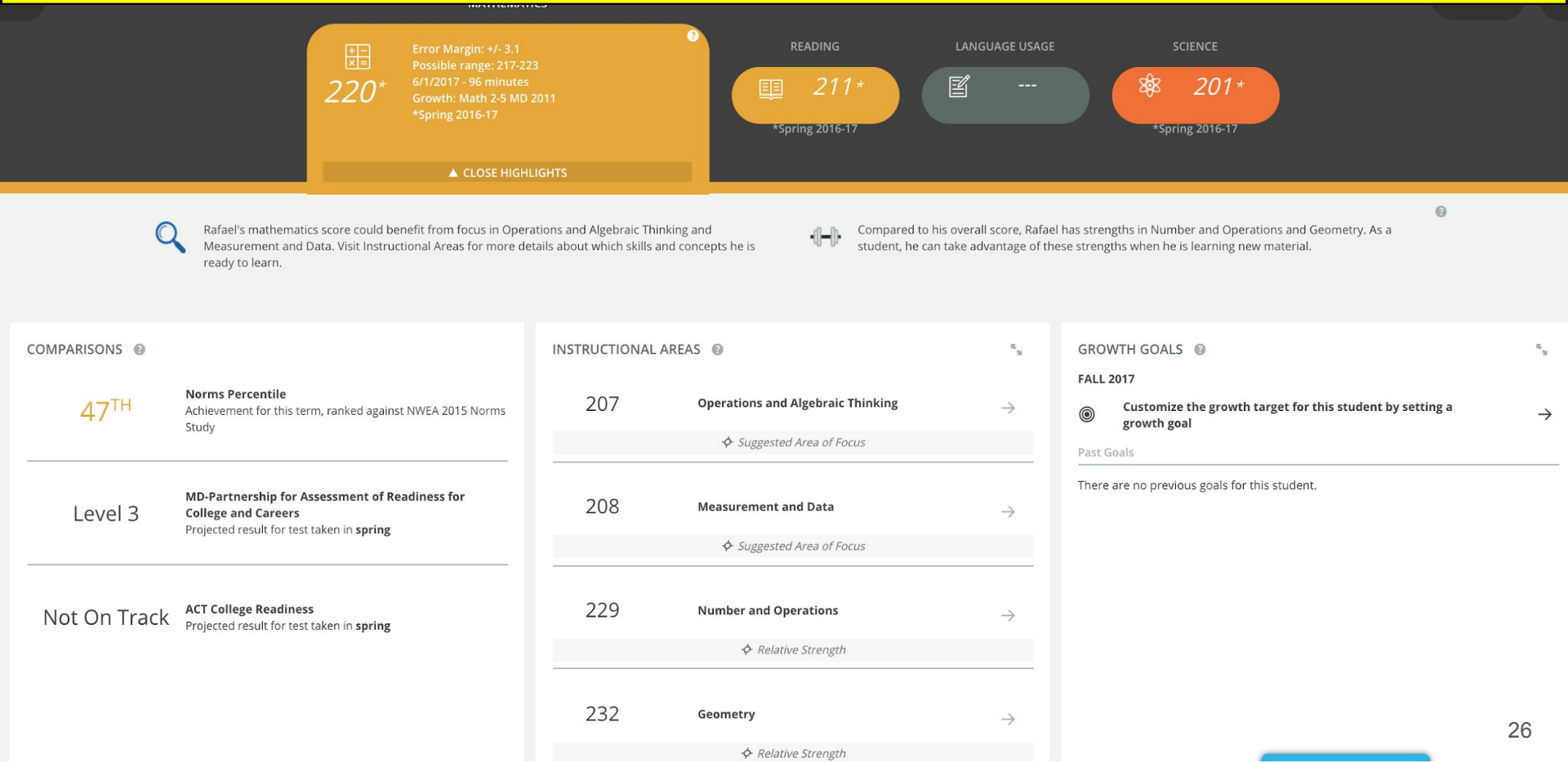
Student Profile on the main page,

can click the screen that looks

like this picture



Benefits of the STUDENT PROFILE



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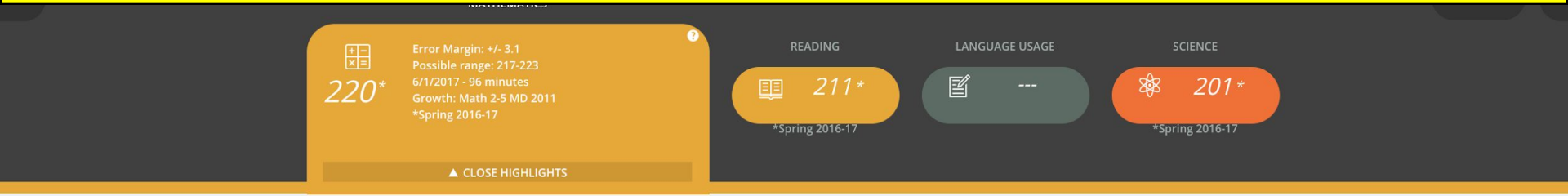


COMPARISONS

47TH — **Norms Percentile**
Achievement for this term, ranked against NWEA 2015 Norms Study

Level 3 — **MD-Partnership for Assessment of Readiness for College and Careers**
Projected result for test taken in **spring**

Not On Track — **ACT College Readiness**
Projected result for test taken in **spring**

INSTRUCTIONAL AREAS

207 **Operations and Algebraic Thinking** → *Suggested Area of Focus*

208 **Measurement and Data** → *Suggested Area of Focus*

229 **Number and Operations** → *Relative Strength*

232 **Geometry** → *Relative Strength*

GROWTH GOALS

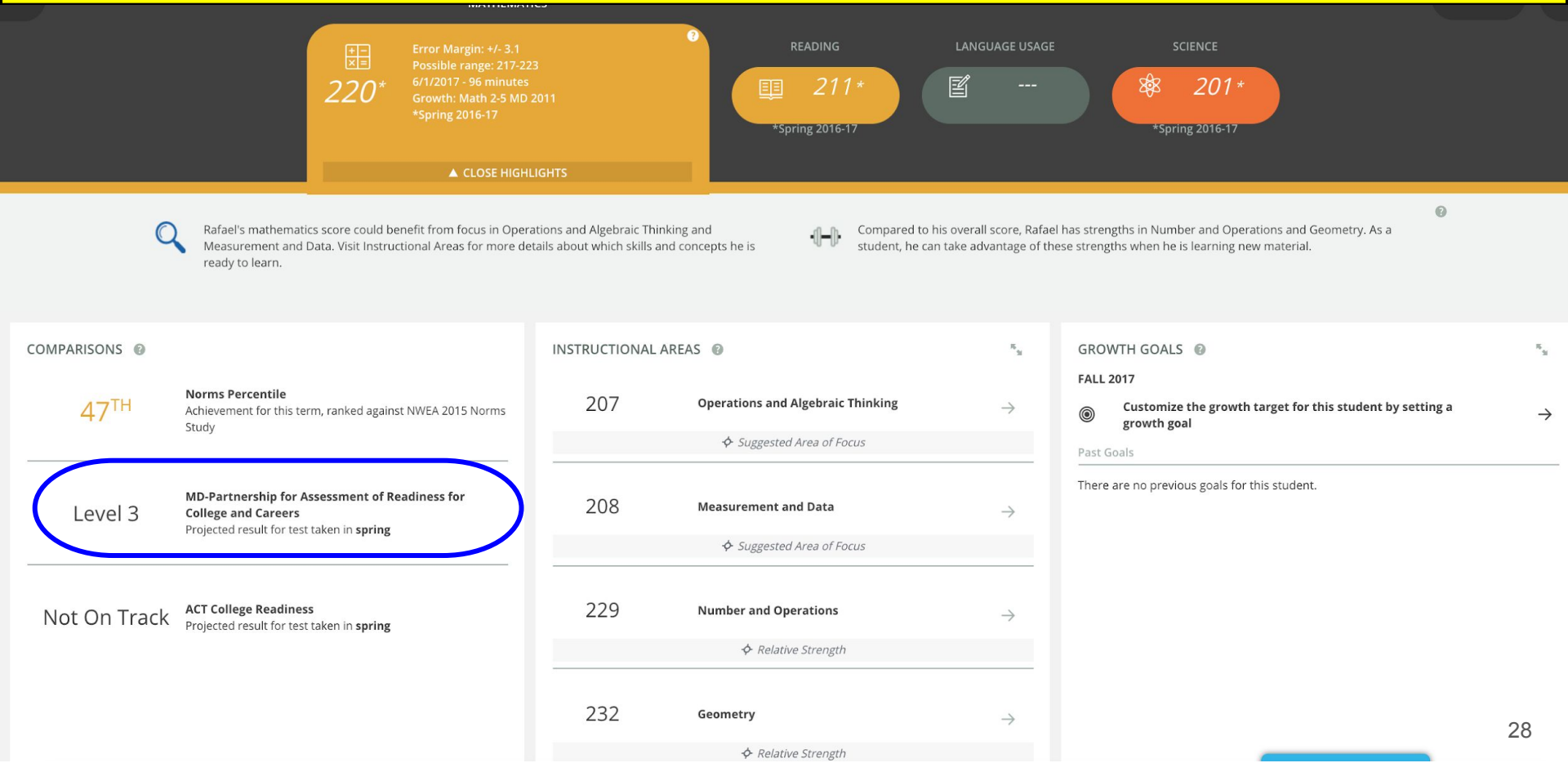
FALL 2017

Customize the growth target for this student by setting a growth goal →

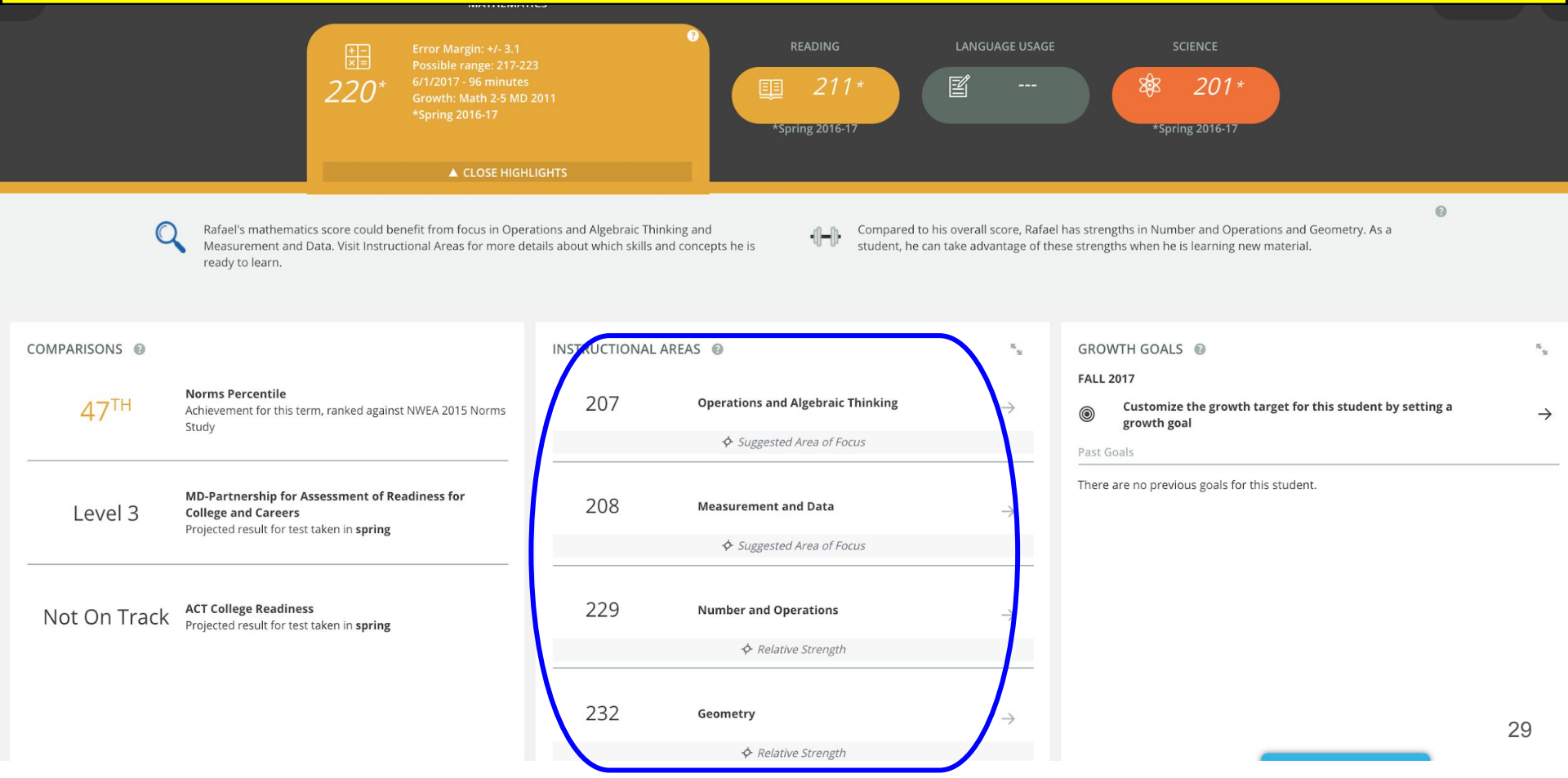
Past Goals

There are no previous goals for this student.

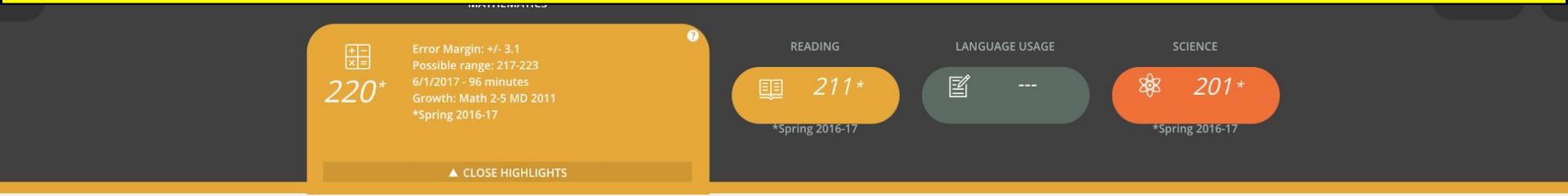
Benefits of the STUDENT PROFILE



Benefits of the STUDENT PROFILE



Benefits of the STUDENT PROFILE



COMPARISONS

47TH — **Norms Percentile**
Achievement for this term, ranked against NWEA 2015 Norms Study

Level 3 — **MD-Partnership for Assessment of Readiness for College and Careers**
Projected result for test taken in **spring**

Not On Track — **ACT College Readiness**
Projected result for test taken in **spring**

INSTRUCTIONAL AREAS

207 **Operations and Algebraic Thinking** →
Suggested Area of Focus

208 **Measurement and Data** →
Suggested Area of Focus

229 **Number and Operations** →
Relative Strength

232 **Geometry** →
Relative Strength

GROWTH GOALS

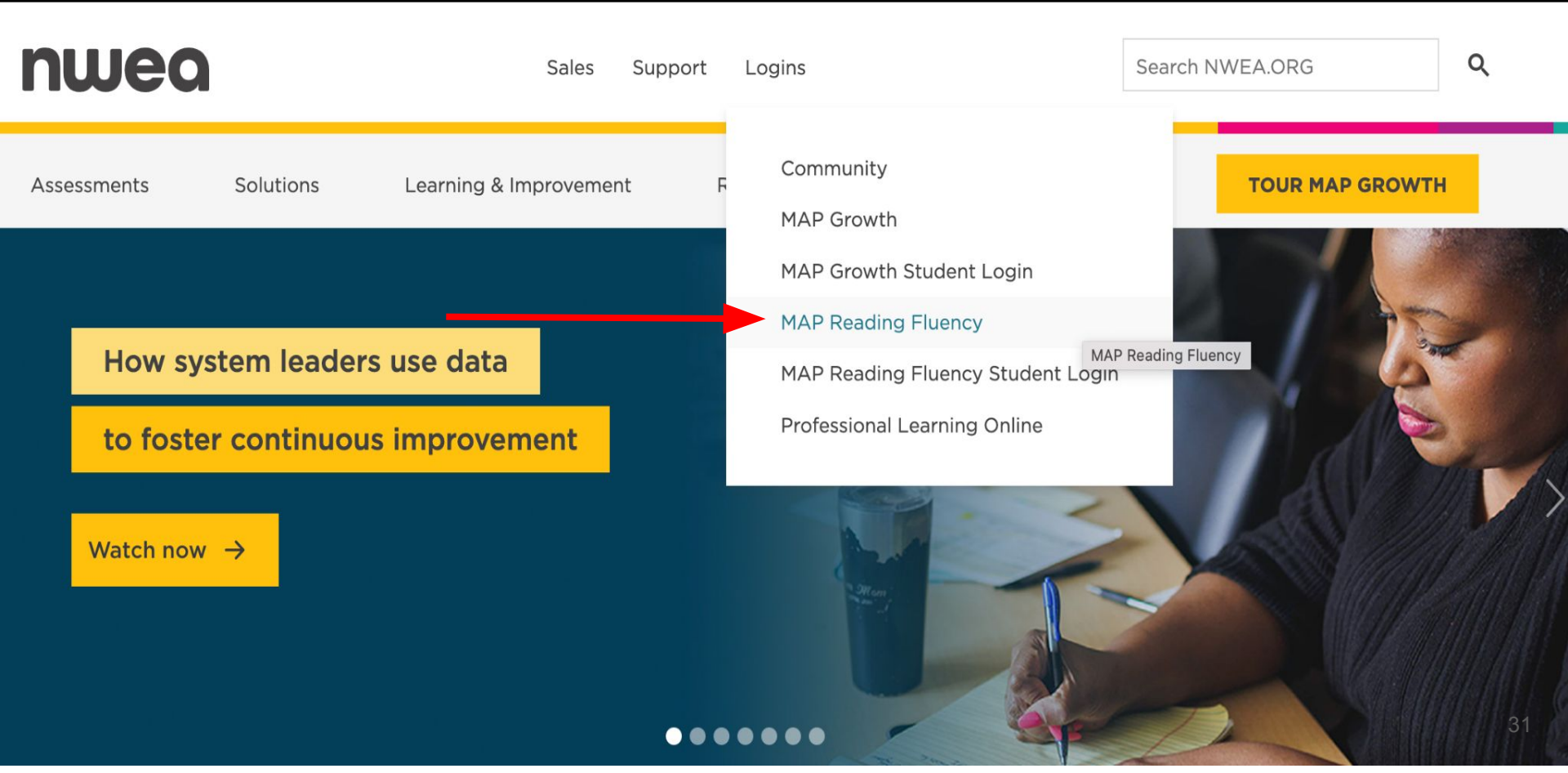
FALL 2017

Customize the growth target for this student by setting a growth goal →

Past Goals

There are no previous goals for this student.

MAP Fluency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Professional Learning Online
How system leaders use data
to foster continuous improvement
Watch now

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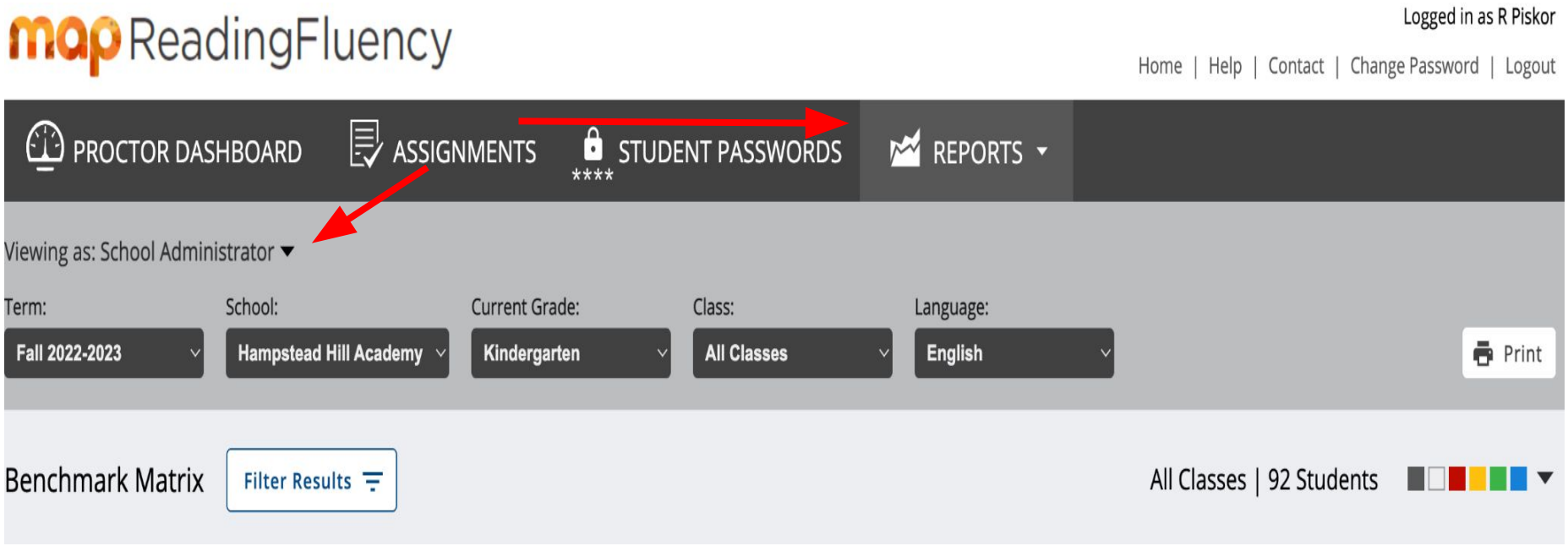
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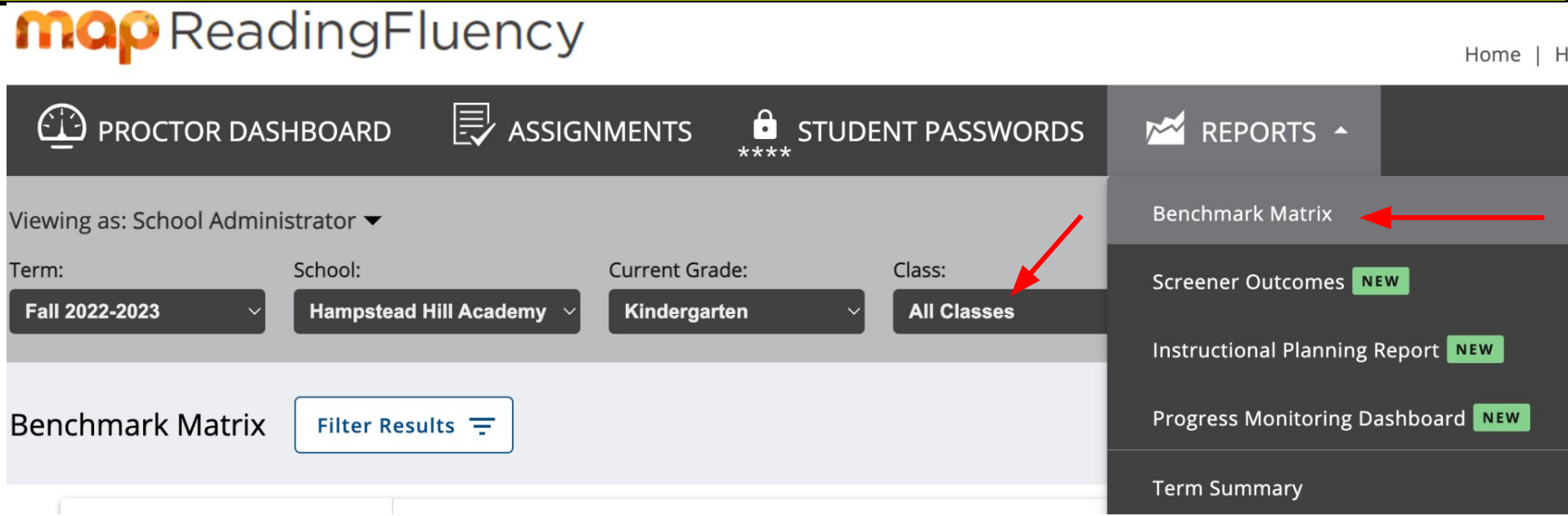
PROCTOR DASHBOARD
ASSIGNMENTS
STUDENT PASSWORDS
****
REPORTS
Viewing as: School Administrator
Term:
Fall 2022-2023
School:
Hampstead Hill Academy
Current Grade:
Kindergarten
Class:
All Classes
Language:
English
Print
Benchmark Matrix
Filter Results
All Classes | 92 Students

MAP Fluency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PROCTOR DASHBOARD
ASSIGNMENTS
STUDENT PASSWORDS
****
REPORTS
Viewing as: School Administrator
Term:
Fall 2022-2023
School:
Hampstead Hill Academy
Current Grade:
Kindergarten
Class:
All Classes
Benchmark Matrix
Filter Results
Benchmark Matrix
Screener Outcomes NEW
Instructional Planning Report NEW
Progress Monitoring Dashboard NEW
Term Summary

MAP Fluency - Benchmark Matrix Report

	FOUNDATIONAL SKILLS					ORAL READ		
Tested Grade	Listening Comprehension	Picture Vocabulary	Phonological Awareness	Phonics/Word Recognition	Sentence Reading Fluency	Oral Reading Rate	Accuracy	Oral Reading
K	A 47%	M 73%	E Blending & Segmenting	M Letters & Sounds	NE 5/24			
K	A 47%	B 33%	A Rhymes & Syllables	M Letters & Sounds	NE 14/35			
K	B 7%	B 20%	M Rhymes & Syllables	A Letters & Sounds	NE 3/11			
K	M 73%	E 87%	M Rhymes & Syllables	E Letters in Words	NE 9/35			
K	A 53%	E 80%	E Initial Sounds	E Decodable: One-syllable	NE 3/12			
K	A 53%	B 40%	A Rhymes & Syllables	A Letters & Sounds	NE 0/2			
K	B 40%	M 67%			E 16/16	NS No Score	NS No Score	
K	M 67%	B 20%	A Rhymes & Syllables	A Letters & Sounds	NE 6/22			
K	B 13%	A 47%	A Rhymes & Syllables	A Letters & Sounds	NE 4/19			
K					E 15/16	E 86	E 98%	250L

MAP Fluency - Adaptive Oral Reading

Test Details and Results

Passage Title	Lexile® Text Measure	WCPM (Scaled)	Accuracy	Comprehension	Actions
Ann's Bear	210L	86	98%	6/6 (100%)	Review Audio
Parker the Peacock	460L	No Score (NS)	No Score (NS)	3/6 (50%)	Needs Review
Crown of Gems	280L	FIELD TEST	-	-	Review Audio

Picture Book (Warm-up)	WCPM (Raw)	Accuracy	Actions
Bear on the Bus	84	100%	Review Audio

MAP Fluency - Adaptive Oral Reading

Ann's Bear

Undo | Redo | Clear Changes | Omit Passage

Ann had a cold. Her nose was red. Her face was hot. Her dad said to nap. But Ann wanted to play.

Ann had a bear. It was a toy. The toy bear was Ted. Ted lived on the bed.

Ann picked up Ted. She gave him a hug. "Do you want to play?" Ann looked at Ted. She heard him say yes.

Ted jumped on the bed. Ann smiled. "Can you roll over?" Her bear rolled. Ann clapped. "Stand on your head!" Ted did it. Ann shouted. "Yay! Good job, Ted!"

Ann's dad came in. "Look who is up," he said. "You need to rest."

Ann looked at Ted. She saw him smile. "Ted is not tired," Ann said.

Dad sat by Ted. He picked him up. "Let's help Ann," he said. "It is time to nap."

Ted was still. Dad gave him a hug. He put Ted by Ann. "Sleep tight, Ann. Sleep tight, Ted."

Ann looked at Ted. Did he want to jump? Did he want to play? He did not.

Ann held Ted close. "Good night, Ted," she said. Ann closed her eyes.

Why is this score NS?

Keyboard Controls

→	Next word	c	Correct
←	Previous word	s	*Substitution*
SPACE	Start/Stop audio	o	~~Omission~~
r	Rewind (5 sec)	u	Unattempted
f	Fast forward (5 sec)		

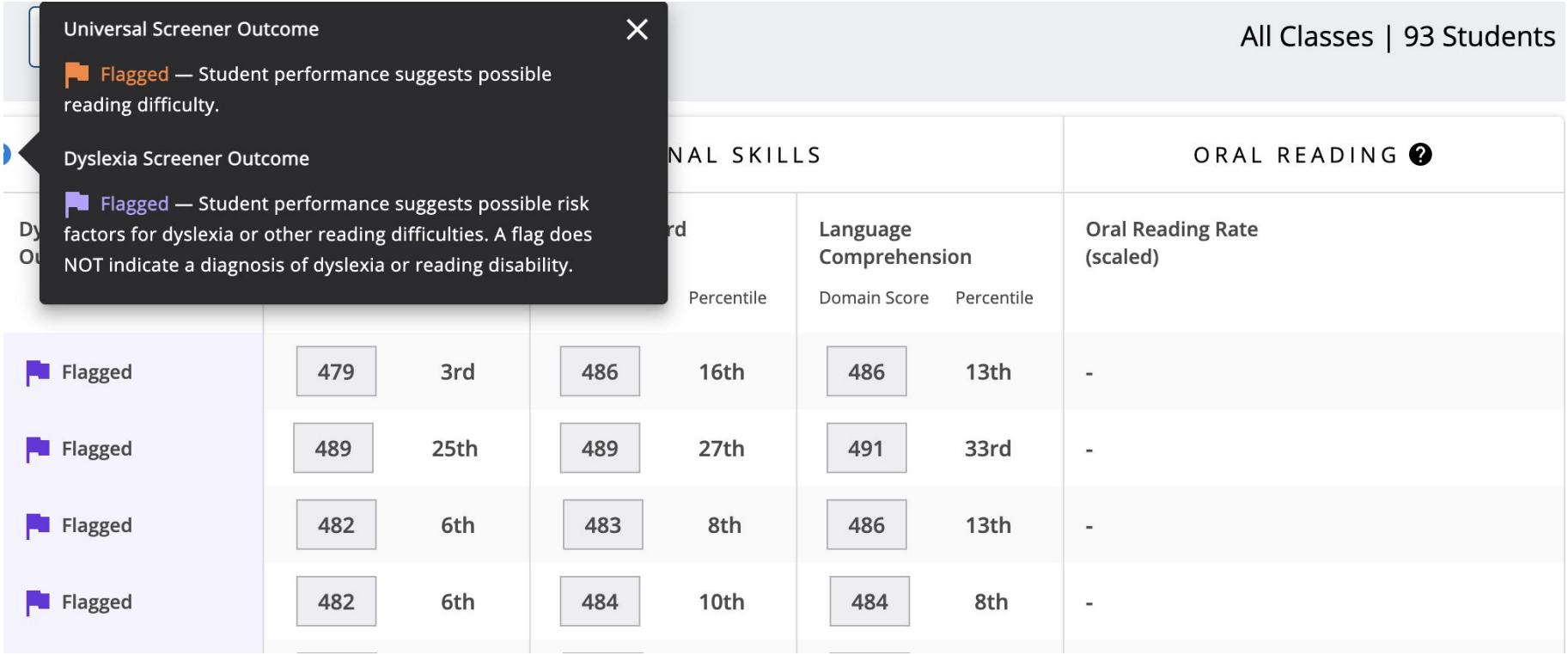
Shared Notes *Learn More*

Adds syllable for silent-e

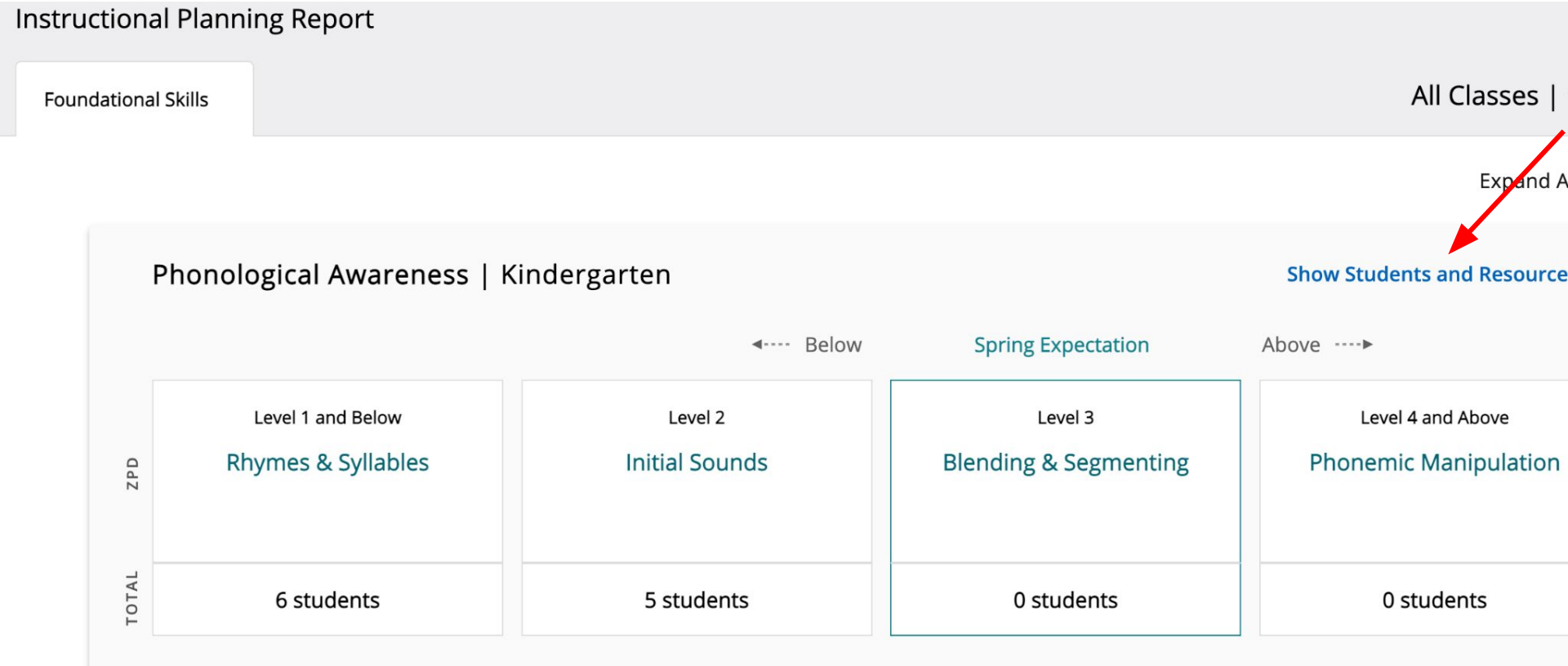
0 / 500

36

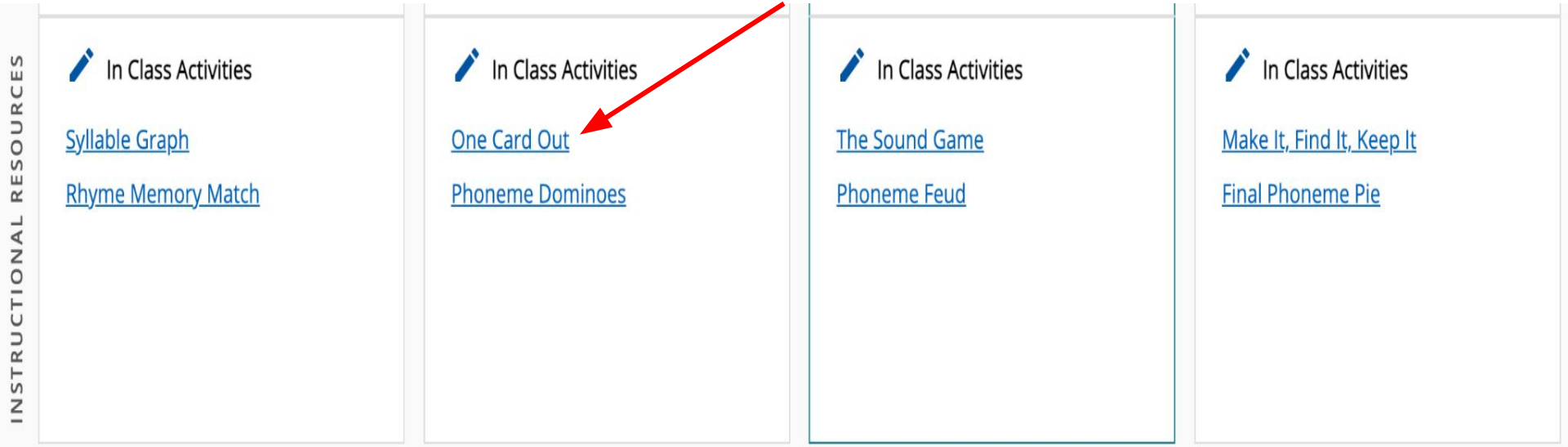
MAP Fluency - Screener Outcomes Report



MAP Fluency - Instructional Planning Report



MAP Fluency - Instructional Planning Report & Resources



MAP Fluency - Instructional Planning Report & Resource Example

Phonological Awareness

PA. 025 — **Phoneme Matching**

One Card Out

Objective

The student will match initial phonemes in words.

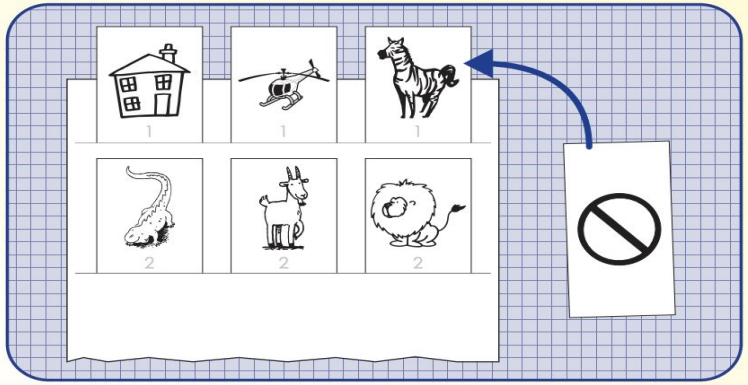
Materials

- Initial sound picture cards
  Make two copies for a total of 12 cards.
- ⃠ cards
- Pocket Chart

Activity

Students determine which words have the same initial sound and place a ⃠ card over the picture that does not.

1. Place initial sound picture cards with the same numbers in separate rows on the pocket chart. Place the ⃠ cards face up in a stack.
2. Taking turns, students name the pictures in a given row and say each initial sound (e.g., "house /h/, helicopter /h/, zebra /z/").
3. Place the ⃠ card over the picture that does not have the same initial sound as the other two cards (i.e., zebra).
4. Continue until one picture on each row is covered by a ⃠ card.
5. Peer evaluation



Analyze Time

- **Use the remaining time to pull reports and analyze data.**
- **We will be around to help and answer questions.**
- **Feel free to collaborate with a colleague as well.**

Closing Statements

Did we meet our objective?

Participants will be able to navigate and analyze MAP data in order to problem solve effective student supports and enrichment.