

nwea

Measures of Academic Progress (MAP) Data and Analysis

Presented by: Matt Cobb and Katie Johnson

map GROWTH

map Reading Fluency

Objective:

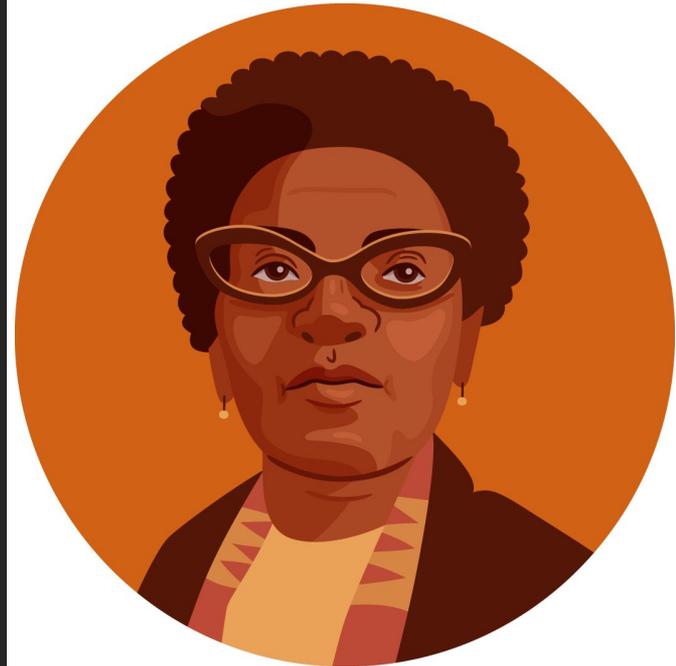
Participants will be able to **navigate** and **analyze** NWEA data in order to **problem solve** effective student supports and enrichment.

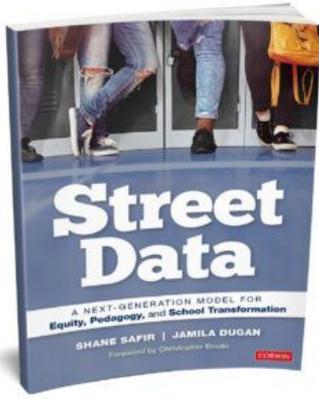
Objective

#WHYYIT
MATTERS

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

- AUDRE LORDE -

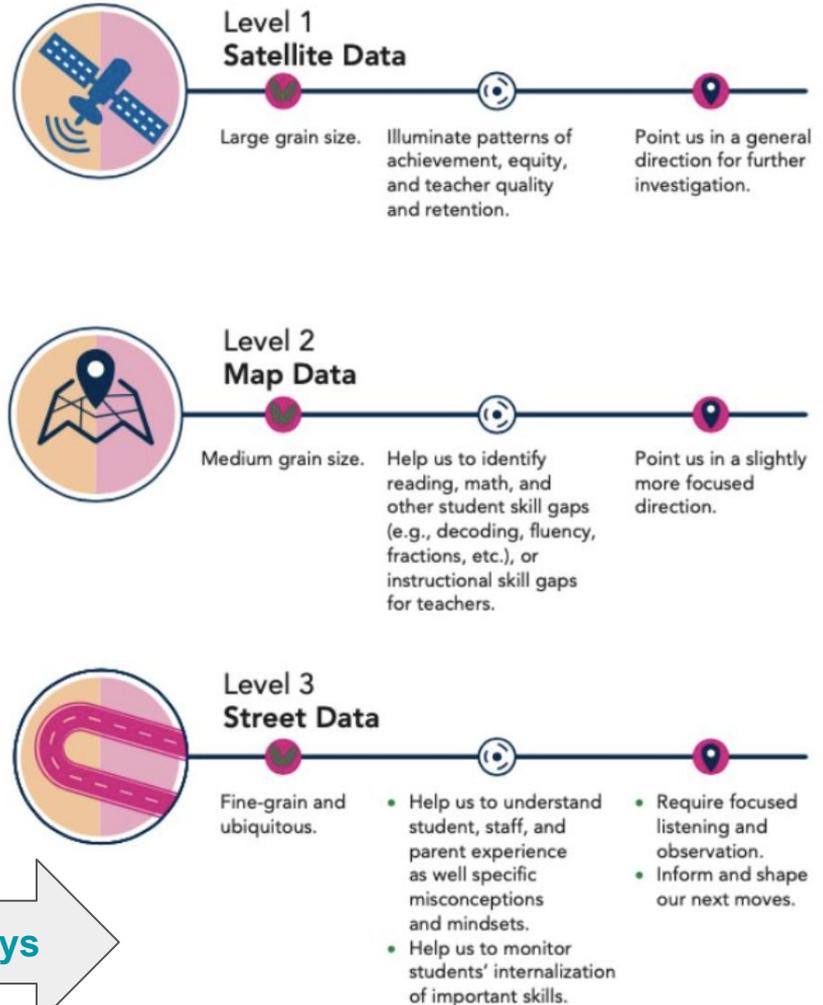




“Street data are the qualitative and experiential data that emerges at eye level and on lower frequencies when we train our brains to discern it. These data are asset based, ... helping educators look for what’s *right* in our students, schools, and communities instead of seeking out what’s *wrong*”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

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.

The screenshot shows the MAP Growth website interface. At the top left is the 'map' logo. At the top right, it says 'Logged in as HHA' with links for 'Home | Help | Contact | Change Password | Logout'. A yellow banner at the top contains the text: 'Student Profile class printing, news for Mac users, easy connection to your online instructional resource provider, and a puppy. Find out what else is new in October by reading the latest [Partner Update for MAP Growth](#).' Below this is a section titled 'Experience the New Student Profile' with a 'CHECK IT OUT HERE' button. To the right is a 'MAP Growth Essentials Online Training' section with links for 'Short tutorials to get you started', 'Using MAP Growth', 'Quick References', and 'What's New in MAP'. At the bottom is an 'Information Center' with sections for 'Test Warm-Ups', 'Downloads - Lockdown Browsers', 'Links', and 'Templates'.

map

Logged in as HHA
Home | Help | Contact | Change Password | Logout

Student Profile class printing, news for Mac users, easy connection to your online instructional resource provider, and a puppy. Find out what else is new in October by reading the latest [Partner Update for MAP Growth](#).

VIEW REPORTS

- MAP Growth Reports
- Reports Queue

Experience the New Student Profile

[CHECK IT OUT HERE](#)

MAP Growth Essentials Online Training

- [Short tutorials to get you started](#)

Using MAP Growth

- [Helpful topics to guide your way](#)

Quick References

- [Key information in printable form](#)

What's New in MAP

- [Student Profile](#)

Information Center

Test Warm-Ups

- [MAP Growth Test Warm-Up](#)
- [MAP Growth for Primary Grades Test Warm-Up](#)

Downloads - Lockdown Browsers

- [PC Version](#)
- [Mac® Version](#)

Links

- [Our BLOG: TEACH. LEARN. GROW.](#)
- [What's New in MAP](#)

Templates

- [Roster File Template](#)
- [Programs File Template](#)

Video Tutorials to get started

Information Center

Help and Support

- [Partner Support](#)
- [Help Center](#)
- [NWEA Connection](#)
- [Professional Learning Online](#)

Getting Started

- [Proctor Quick Start](#)
- [Video Tutorials](#)

Student Resources

- [Practice Tests](#)
- [K-2 Test Introduction Video](#)
- [2+ Test Introduction Video](#)

Administrator Setup

- [Download Roster File Template](#)
- [Download Programs File Template](#)

NWEA Secure Browser App

- [PC \(Download\)](#)
- [Mac \(Download\)](#)
- [iPad \(Setup Directions\)](#)
- [Chromebook \(Setup Directions\)](#)
- [System Requirements](#)



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.



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](#)



Class Report

- Analyze class needs by instructional area
- View class performance for a term, including norm status rankings

Sample Class Report

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	
	count	%	count	%	count	%	count	%	count	%
Science - General Science	3	12%	6	24%	10	40%	5	20%	1	4%

Mean RIT (+/- Smp Err)	Median RIT	Std Dev
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.

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	%			
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
	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

Name (Student ID)	Grade	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Test Duration	Goal Performance		
						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	Avg	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

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						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
	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 LEARNING CONTINUUM

Click on any goal to get to the Learning Continuum.

Growth: Science 3-5: for use with NGSS 2013

[Print](#)

Edit Display Options

Life Science

Ecosystems: Interactions, Energy, and Dynamics



From Molecules to Organisms: Structures and Processes



Heredity: Inheritance and Variation of Traits; Biological Evolution: Unity and Diversity



Physical Science

Energy; Waves and Their Applications in Technologies for Information Transfer



Matter and Its Interactions



Motion and Stability: Forces and Interactions



Earth and Space Science

Earth and Human Activity



Earth's Place in the Universe



Earth's Systems



Navigating LEARNING CONTINUUM

Life Science

Ecosystems: Interactions, Energy, and Dynamics

161-170	Interactions with the Physical Environment <ul style="list-style-type: none"> Infers the needs of plants from observations 	No Students
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171-180		No Students [Redacted]
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181-190	Group Behavior <ul style="list-style-type: none"> Applies scientific ideas to explain effects of group behavior on offspring survival 	[Redacted]
	Interactions with the Physical Environment <ul style="list-style-type: none"> 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 	

181-190	Pathways of Energy and Matter in Ecosystems <ul style="list-style-type: none"> Completes models of food chains and food webs Recognizes that the Sun is the main source of energy for all living things 	[Redacted]
	Effects of Humans on Habitats and Living Things <ul style="list-style-type: none"> Evaluates designs for improving habitats that were damaged due to human activities 	

181-190	Engineering Design Solutions <ul style="list-style-type: none"> 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 	[Redacted]
	Interactions among Organisms <ul style="list-style-type: none"> 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 	

191-200	Interactions with the Physical Environment <ul style="list-style-type: none"> 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 	[Redacted]
	Pathways of Energy and Matter in Ecosystems <ul style="list-style-type: none"> 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 	

Earth and Space Science

Earth and Human Activity

151-160		No Students
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161-170	Natural Resources <ul style="list-style-type: none"> Recognizes sources of drinking water for animals 	No Students [Redacted] Goal Range: 161-175
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171-180		No Students
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181-190	Effects of Humans on Habitats and Living Things <ul style="list-style-type: none"> Describes how recycling helps the environment 	[Redacted]
	Effects of Humans on Land, Water, and Air <ul style="list-style-type: none"> Recognizes that polluted water is unsafe to drink 	

181-190	Natural Hazards <ul style="list-style-type: none"> Describes causes of lightning 	No Students
	Water on Earth <ul style="list-style-type: none"> Describes how scientists obtain evidence about Earth systems 	

181-190	Weather Conditions, Prediction, and Measurement <ul style="list-style-type: none"> Uses weather forecasts to prepare for severe weather 	[Redacted]
	Effects of Humans on Habitats and Living Things <ul style="list-style-type: none"> 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 	

191-200	Effects of Humans on Land, Water, and Air <ul style="list-style-type: none"> Describes how humans use plants to reduce erosion 	No Students [Redacted] Goal Range: 191-203 Adams, Brandon
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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

131-140	141-150	1
J.N. Felton (130) T.S. Peterson (130) T.A. Anderson (130) W.S. Anderson (130)	T.S. Peterson (130) W.S. Anderson (130) D.O. Glander (130) D.A. Glander (130) W.S. Anderson (130) T.S. Peterson (130) T.A. Anderson (130) W.S. Anderson (130) T.S. Peterson (130)	S.N. Larson
J.N. Felton (130) T.S. Peterson (130) T.A. Anderson (130) W.S. Anderson (130) T.S. Peterson (130)	D.O. Glander (130) D.A. Glander (130) W.S. Anderson (130) T.S. Peterson (130)	J.A. Dabbs S.S. Spinks S.N. Larson S.R. Bishop
T.S. Peterson (130) W.S. Anderson (130) T.A. Anderson (130) D.O. Glander (130)	D.O. Glander (130) D.A. Glander (130) W.S. Anderson (130) T.S. Peterson (130)	T.S. Spinks S.S. Spinks S.N. Larson S.R. Bishop

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		L. [REDACTED] (168)	B. [REDACTED] (188)	B. [REDACTED] (195)	[REDACTED] (208)	[REDACTED] (217)	[REDACTED] (225)
Physical Science	[REDACTED] (168)		B. [REDACTED] (188)	[REDACTED] (195)	[REDACTED] (208)	[REDACTED] (217)	
Earth and Space Science	[REDACTED] (168)			[REDACTED] (195)	[REDACTED] (208)	[REDACTED] (217)	

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



The screenshot displays a web interface for a student profile. At the top, it says "Experience the New Student Profile". Below that, there's a browser window showing the URL "https://teach.magnesia.org/nextgen-report/". The student's name is "McLenzie R. Hinson".

Key metrics shown include:

- Score Weight of 85: 249
- 236*
- 219*
- 198*

Below these are three columns of data:

COMPASSIONS ID	NATIONAL ARIAS ID	GROWTH GOALS ID
82 ¹⁰ Rising Rhythmic Achieved goal for acceleration in spring	243 Statistics and Probability	Full BIT Goals Score when set: 2019-2020
Accelerated 8th Grade Texas Achieved goal for acceleration in spring	249 Algebra	Test Goal There are no previous goals for this student.
On Track 24 100 College Readiness Achieved goal for acceleration in spring	255 Operations and Algebraic Thinking	

At the bottom, there's a "GROWTH OVER TIME ID" section with a line graph showing performance over time. The graph has multiple lines representing different metrics, with data points labeled with scores like 219, 224, 234, 239, 240, 240, 240, 249.

At the very bottom, there's an orange button that says "CHECK IT OUT HERE".

Benefits of the STUDENT PROFILE

 Error Margin: +/- 3.1
Possible range: 217-223
6/1/2017 - 96 minutes
Growth: Math 2-5 MD 2011
*Spring 2016-17

220*

▲ CLOSE HIGHLIGHTS

READING

 **211***

*Spring 2016-17

LANGUAGE USAGE

 ---

SCIENCE

 **201***

*Spring 2016-17



Rafael's mathematics score could benefit from focus in Operations and Algebraic Thinking and Measurement and Data. Visit Instructional Areas for more details about which skills and concepts he is ready to learn.



Compared to his overall score, Rafael has strengths in Number and Operations and Geometry. As a student, he can take advantage of these strengths when he is learning new material.

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

 Error Margin: +/- 3.1
Possible range: 217-223
6/1/2017 - 96 minutes
Growth: Math 2-5 MD 2011
*Spring 2016-17

220*

▲ CLOSE HIGHLIGHTS

READING

 **211***

*Spring 2016-17

LANGUAGE USAGE

 ---

SCIENCE

 **201***

*Spring 2016-17

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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**

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

208 **Measurement and Data** →
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229 **Number and Operations** →
Relative Strength

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MAP Fluency



Sales Support Logins

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- Professional Learning Online

TOUR MAP GROWTH

How system leaders use data

to foster continuous improvement

Watch now →

MAP Reading Fluency



MAP Fluency



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

map Reading Fluency

Home | H

 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 

Screener Outcomes **NEW**

Instructional Planning Report **NEW**

Progress Monitoring Dashboard **NEW**

Term Summary

Benchmark Matrix

Filter Results 

MAP Fluency - Benchmark Matrix Report

Tested Grade	FOUNDATIONAL SKILLS					ORAL READING < 3 >		
	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	<u>No Score (NS)</u>	<u>No Score (NS)</u>	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

All Classes | 93 Students

Universal Screener Outcome

 **Flagged** — Student performance suggests possible reading difficulty.

Dyslexia Screener Outcome

 **Flagged** — Student performance suggests possible risk factors for dyslexia or other reading difficulties. A flag does NOT indicate a diagnosis of dyslexia or reading disability.

	LANGUAGE SKILLS				ORAL READING ?		
	Score	Grade	Score	Percentile	Domain Score	Percentile	Oral Reading Rate (scaled)
 Flagged	479	3rd	486	16th	486	13th	-
 Flagged	489	25th	489	27th	491	33rd	-
 Flagged	482	6th	483	8th	486	13th	-
 Flagged	482	6th	484	10th	484	8th	-

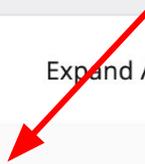
MAP Fluency - Instructional Planning Report

Instructional Planning Report

Foundational Skills

All Classes |

Expand A



Phonological Awareness | Kindergarten

[Show Students and Resources](#)

←---- Below

Spring Expectation

Above ---->

	Level 1 and Below Rhymes & Syllables	Level 2 Initial Sounds	Level 3 Blending & Segmenting	Level 4 and Above Phonemic Manipulation
ZPD				
TOTAL	6 students	5 students	0 students	0 students

MAP Fluency - Instructional Planning Report & Resources

INSTRUCTIONAL RESOURCES

 In Class Activities

[Syllable Graph](#)

[Rhyme Memory Match](#)

 In Class Activities

[One Card Out](#)

[Phoneme Dominoes](#)

 In Class Activities

[The Sound Game](#)

[Phoneme Feud](#)

 In Class Activities

[Make It, Find It, Keep It](#)

[Final Phoneme Pie](#)



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

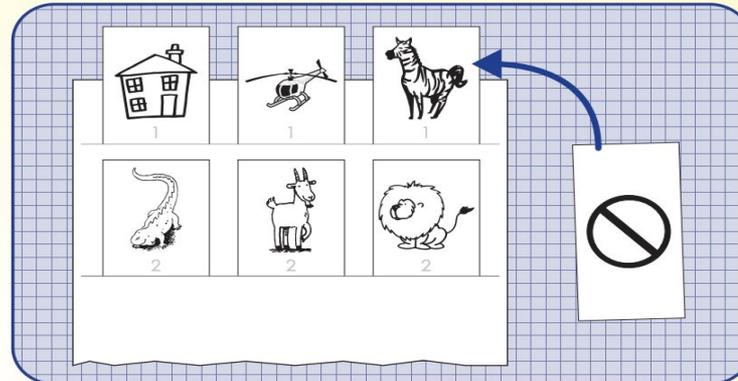
- ▶ Initial sound picture cards
Make two copies for a total of 12 cards.
- ▶ ⓪ cards
- ▶ Pocket Chart



Activity

Students determine which words have the same initial sound and place a ⓪ 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 ⓪ 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 ⓪ 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 ⓪ 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.**