Welcome to the Webinar: ACSI & NWEA
Discuss MAP Growth

Thursday, November 12, 2020
12:00 PT / 1:00 MT
2:00 CT / 3:00 ET

• Your computer or phone will automatically be muted to avoid background noise and echoes.
• Please place questions to our speakers in the Chat box.
• Webinar recording will be sent to you.
ACSI & NWEA discuss MAP Growth & Reports
AGENDA

• Welcome & Introductions
• ACSI & NWEA Partnership
• Discover MAP Growth and MAP Reading Fluency
• I've Tested, Now What...
  • Family Report
  • Student Profile Report
  • Student Progress Report
  • Class Report
  • Data Conversations
Learn More About NWEA at www.ACSI.org
Learn More 
About NWEA at 
www.ACSI.org
Let's talk MAP Growth
Grade-level independence
Grade-level independence
Grade-level independence
Computer adaptive assessments
Standard Error of Measurement (SEM)

Percentiles

- 80-100
- 60-80
- 40-60
- 20-40
- <20

218
What About Accuracy For Those “Speedy” Test Takers?
Rapid guessing behavior

Student begins rapid guessing
Rapid guessing

YOU SEEM TO BE ANSWERING QUICKLY...

No need to rush.

Please raise your hand for help.

PROCTOR DIRECTIONS

Resume the test using the PIN or from your proctor console.

Proctor PIN

*4-digit PIN on the proctor console
Rapid guessing

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status</th>
<th>Q #</th>
<th>Test</th>
<th>Accom.</th>
<th>Rapid Guesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agter</td>
<td>Henry</td>
<td>Testing</td>
<td>6</td>
<td>Growth: Language 2-12 AK 2012</td>
<td>No</td>
<td>1</td>
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<td>Baruch</td>
<td>Marti</td>
<td>Testing</td>
<td>3</td>
<td>Growth: Language 2-12 AK 2012</td>
<td>No</td>
<td>0</td>
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<tr>
<td>Brown</td>
<td>Scott</td>
<td>Paused</td>
<td>17</td>
<td>Growth: Math 2-5 GA 2015</td>
<td>No</td>
<td>6, 1</td>
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<tr>
<td>Carson</td>
<td>Lindsey</td>
<td>Testing</td>
<td>4</td>
<td>Growth: Math 2-5 GA 2015 (Accessibility)</td>
<td>Yes</td>
<td>0</td>
</tr>
</tbody>
</table>

Rapid Guessing Alerts:
- 1 Paused
- 0 reached rapid guessing threshold
Rapid guessing behavior

Student begins rapid guessing

Test data is more precise, with fewer items wasted

Student re-engages, Test is already at student's level
Instructional Connection Partnerships

Leverage MAP data to provide optimized learning for each student
Best Student Assessment
ENTIRE CLASS → 20 MINUTES → AUTOMATIC SCORING → OBJECTIVE RESULTS
ACTIONABLE DATA
What is MAP Reading Fluency?

• Online assessment for beginning readers, PreK-5

• Expanded rostering allows system access for grades PreK-8

• Speech recognition technology allows student audio to be automatically scored and recorded for playback
Twenty minute adaptive oral reading test

- Early – Fluent Readers
  - Oral Reading
    - Picture book + Silent Sentence Reading
    - Emergent Readers
      - Phonological Awareness
      - Phonics
      - Listening Comprehension
      - Vocabulary
    - Harder text
      - 3 Passages, 6 questions each
Reports to guide your Instructional Decisions and Conversations
Student Reports
Family Report
Designed specifically for parents

**Map Growth**

**Kiley A. Diamond**
Spring 2020 Family Report

What is this report? A summary of how your child is performing academically, as measured by the most recent MAP Growth test.

What is MAP Growth? A test that adapts to your child's responses in real time to measure your child's skill level.

Why is my child taking MAP Growth? MAP Growth scores help teachers check student performance by measuring Achievement and Growth. Teachers use results to tailor classroom lessons and set goals for students.

**Mathematics**

High Average Achievement: 63rd Percentile

Kiley's overall score (RTI) was 227 on a range of 100-300. Your child is in the 63rd percentile, which means they scored better than 63% of their peers.

High Average Growth: 61st Percentile

Your child's growth from Fall 2019 to Spring 2020 is in the 61st percentile, which means they made more progress than 61% of their peers.

**Reading**

High Average Achievement: 69th Percentile

Kiley's overall score (RTI) was 235 on a range of 100-300. Your child is in the 69th percentile, which means they scored better than 69% of their peers.

High Average Growth: 66th Percentile

Your child's growth from Fall 2019 to Spring 2020 is in the 66th percentile, which means they made more progress than 66% of their peers.

**Language Usage**

High Achievement: 85th Percentile

Kiley's overall score (RTI) was 213 on a range of 100-300. Your child is in the 85th percentile, which means they scored better than 85% of their peers.

**Science - General Science**

High Average Achievement: 72nd Percentile

Your child's growth from Fall 2019 to Spring 2020 is in the 72nd percentile, which means they made more progress than 72% of their peers.

High Average Growth: 61st Percentile

Your child's growth from Fall 2019 to Spring 2020 is in the 61st percentile, which means they made more progress than 61% of their peers.

**How can I use this information to help my child?** Ask the child's teachers. Here are some questions you can ask:

- What types of strategies are the teachers using that I may be able to reinforce at home?
- Does my child need extra help in any specific areas?
- How can I help my child academically at home?
- How do you measure my child's learning in your classroom?
- When will my child's progress be measured again, and when can I get an update on my child's academic growth?
- How is my child doing in comparison to grade-level expectations?
- What will my child be working on so continuous growth in or to grow towards a mastery of grade-level standards?

Where can I get more information? Check out [https://www.mapassessment.com](https://www.mapassessment.com) for more information on MAP Growth, how it works, what it measures, and FAQs.

For sample texts in all subjects, visit [https://www.nwea.org](https://www.nwea.org).
The Student Profile Report
Sadie is in the 62nd percentile for Growth and the 42nd percentile for Achievement. This places her in the High Growth, Low Achievement quadrant.¹ Learn why this is important, and view examples.

Conditional Growth
0.3 Conditional Growth Index
0.0 being average growth, Sadie grew more than her matching peers.

Readability Measures
These are measures of reading material text complexity. Consider Sadie’s age and interests when using these measures to select books for Sadie to read.

Lexile
663L–813L
Flesch-Kincaid Grade Level
4.5 to 5.1

¹ From NWEA 2015 Norms Study
INSTRUCTIONAL AREAS

Group by: STANDARD	TOPIC
Grade(s): All Grades	SHOW HIDE
Show learning statements: View learning statements to: 
- REINFORCE	- DEVELOP	- INTRODUCE

View All Instructional Areas

- Informational Text: Meaning and Context
  - Suggested Area of Focus: 198 ± 8.2

- Literary Text: Meaning and Context
  - 208 ± 7.1

- Informational Text: Language, Craft, Structure
  - 210 ± 7.5

- Vocabulary: Determine, Clarify Word Meaning
  - 211 ± 7.6

These learning statements apply to Sadie's current RIT score:

Informational Text: Meaning and Context

- Prediction, Inferring, Drawing Conclusions

  Facts and Opinions
  - Sadie is ready to DEVELOP these skills (191-200):
    - Distinguishes fact from opinion in argumentative text
  - Inferences, Conclusions, Predictions
    - Sadie is ready to DEVELOP these skills (191-200):
      - Infers cause in literary nonfiction
      - Makes Inferences from definitions
      - Makes Inferences from literary nonfiction
  - Sequencing
    - Sadie is ready to DEVELOP these skills (191-200):
      - Understands sequence in a set of directions
# Class Report

**Saba, Howard**  
1st Grade Homeroom  
**Term Rostered:** Fall 2015-2016  
**Term Tested:** Fall 2015-2016  
**District:** NWEA Sample District 3  
**School:** St. Helens Elementary  
**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2015)  
**Small Group Display:** No  

## Reading

**Growth: Reading Primary Grades CCSS 2010/Language 2-12 CCSS 2010**

<table>
<thead>
<tr>
<th>Summary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students with Valid Growth Test Scores</td>
<td>14</td>
</tr>
<tr>
<td>Mean RIT</td>
<td>154.4</td>
</tr>
<tr>
<td>Median RIT</td>
<td>157</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>15.8</td>
</tr>
<tr>
<td>District Grade Level Mean RIT</td>
<td>150</td>
</tr>
<tr>
<td>Students At or Above District Grade Level Mean RIT</td>
<td>7</td>
</tr>
<tr>
<td>Norm Grade Level Mean RIT</td>
<td>160.7</td>
</tr>
<tr>
<td>Students At or Above Norm Grade Level Mean RIT</td>
<td>6</td>
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</table>

**Overall Performance**

<table>
<thead>
<tr>
<th></th>
<th>Low %ile &lt; 21</th>
<th>Low Average 21-40</th>
<th>Average 41-60</th>
<th>High Average 61-80</th>
<th>High %ile &gt; 80</th>
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<tbody>
<tr>
<td>Count</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>%</td>
<td>29%</td>
<td>21%</td>
<td>14%</td>
<td>29%</td>
<td>7%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Mean RIT +/- Sample Err</th>
<th>Median RIT</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Average 21-40</td>
<td>148-154-202</td>
<td>157</td>
<td>15.8</td>
</tr>
<tr>
<td>High Average 61-80</td>
<td>148-155-202</td>
<td>158</td>
<td>18.1</td>
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<tr>
<td>High %ile &gt; 80</td>
<td>148-155-202</td>
<td>157</td>
<td>17.1</td>
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<tr>
<td>Low Average 21-40</td>
<td>145-152-160</td>
<td>157</td>
<td>17.1</td>
</tr>
<tr>
<td>Average 41-60</td>
<td>150-155-160</td>
<td>157</td>
<td>12.0</td>
</tr>
<tr>
<td>High Average 61-80</td>
<td>143-151-159</td>
<td>154</td>
<td>18.0</td>
</tr>
<tr>
<td>Low Average 21-40</td>
<td>145-152-160</td>
<td>157</td>
<td>17.1</td>
</tr>
</tbody>
</table>

**Goal Area**

- **Foundational Skills**
  - Count: 4
  - %: 29%
- **Language and Writing**
  - Count: 3
  - %: 21%
- **Literature and Informational**
  - Count: 2
  - %: 14%
- **Vocabulary Use and Functions**
  - Count: 1
  - %: 7%
### Class Report

**Saba, Howard**  
1st Grade Homeroom  
**Term Rostered:** Fall 2015-2016  
**Term Tested:** Fall 2015-2016  
**District:** NWEA Sample District 3  
**School:** St. Helens Elementary

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**Reading Growth:** Reading Primary Grades CCSS 2010/Language 2-12 CCSS 2010

<table>
<thead>
<tr>
<th>Name (Student ID)</th>
<th>Gr</th>
<th>Test Date</th>
<th>RIT (+/- Std Err)</th>
<th>Percentile (+/- Std Err)</th>
<th>Est. Lexile</th>
<th>Test Duration</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<tr>
<td>Runtzel, Cedur R. (S11002304)</td>
<td>1</td>
<td>09/17/15</td>
<td>111-114-117</td>
<td>1-1-1</td>
<td>&lt; 100</td>
<td>22 m</td>
<td>98-117</td>
<td>97-113</td>
<td>112-127</td>
<td>97-118</td>
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<tr>
<td>Wilke, Cathi L. (S11001866)</td>
<td>1</td>
<td>09/17/15</td>
<td>134-138-142</td>
<td>2-4-8</td>
<td>&lt; 100</td>
<td>17 m</td>
<td>122-137</td>
<td>132-140</td>
<td>147-158</td>
<td>149-164</td>
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<tr>
<td>Landing, Mayarah H. (S11001915)</td>
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<td>09/17/15</td>
<td>136-139-142</td>
<td>3-5-5</td>
<td>&lt; 100</td>
<td>24 m</td>
<td>138-153</td>
<td>127-141</td>
<td>138-153</td>
<td>124-139</td>
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<td>Bright, Alexander R. (S11001969)</td>
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<td>09/17/15</td>
<td>145-148-151</td>
<td>12-17-23</td>
<td>&lt; 100</td>
<td>25 m</td>
<td>150-165</td>
<td>139-154</td>
<td>145-160</td>
<td>124-141</td>
</tr>
<tr>
<td>Stoefen, Rosie E. (S11001976)</td>
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<td>148-151-154</td>
<td>17-23-30</td>
<td>105-255</td>
<td>33 m</td>
<td>147-163</td>
<td>134-151</td>
<td>159-176</td>
<td>145-161</td>
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<td>Colandonato, Lenny R. (S11001981)</td>
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<td>09/17/15</td>
<td>152-155-158</td>
<td>25-33-42</td>
<td>163-313</td>
<td>35 m</td>
<td>148-163</td>
<td>145-160</td>
<td>146-162</td>
<td>149-162</td>
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<tr>
<td>Sagen, Maegann N. (S11002000)</td>
<td>1</td>
<td>09/17/15</td>
<td>152-155-158</td>
<td>25-33-42</td>
<td>163-313</td>
<td>35 m</td>
<td>153-168</td>
<td>139-153</td>
<td>151-166</td>
<td>142-157</td>
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<tr>
<td>Sorensen, Kaye E. (S11002062)</td>
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<td>09/17/15</td>
<td>157-160-163</td>
<td>30-48-57</td>
<td>234-384</td>
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<td>150-165</td>
<td>150-165</td>
<td>157-172</td>
<td>151-166</td>
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<td>Colon-Pagan, Teidah H. (S11001969)</td>
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<td>159-162-165</td>
<td>45-54-63</td>
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<td>57 m</td>
<td>154-168</td>
<td>160-175</td>
<td>157-171</td>
<td>150-165</td>
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<td>Schussler, Deyce E. (S11001883)</td>
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<td>09/17/15</td>
<td>162-165-168</td>
<td>54-63-71</td>
<td>303-453</td>
<td>42 m</td>
<td>161-176</td>
<td>149-160</td>
<td>156-170</td>
<td>157-171</td>
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<td>Lonsky, Sinac-Ski I. (S11001940)</td>
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<td>09/17/15</td>
<td>163-166-169</td>
<td>57-66-74</td>
<td>316-466</td>
<td>46 m</td>
<td>157-173</td>
<td>156-170</td>
<td>157-171</td>
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<td>Lambert, Bret T. (S11001923)</td>
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<td>60-69-76</td>
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<td>172-187</td>
<td>159-173</td>
<td>142-157</td>
<td>155-170</td>
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<td>Vigne, Dade E. (S11001916)</td>
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<td>66-74-81</td>
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<td>64 m</td>
<td>148-165</td>
<td>161-175</td>
<td>154-169</td>
<td>161-178</td>
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<td>Denewah Mcgee, Kerry R. (S11002205)</td>
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<td>76-83-88</td>
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<td>88 m</td>
<td>161-176</td>
<td>169-183</td>
<td>147-184</td>
<td>163-179</td>
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</tbody>
</table>

*Lexile® is a trademark of MetaMetrics, Inc. Lexile ranges shown are estimates of correlations to RIT scores NWEA developed. Correlations and reports are not associated with or endorsed by MetaMetrics.
MAP Suite

**MAP Growth**
- K-12 interim assessment
  - Math, Reading, Language Usage and Science
- K-2 Skills Checklist included for FREE with your MAP Growth license
- Includes 10 reading and 28 math skills
- $12.50 per student minimum license fee waived

**Reading Fluency**
- Universal screener & progress monitor
- Measures oral reading fluency, literal comprehension, accuracy & foundational skills relative to grade level expectations.
- Grades Pre-K – 5
- $5.00 per student with MAP Growth and $9 per student as standalone product

**Accelerator**
- Co-developed with Khan Academy
- Math only
- Automatically integrates MAP Growth Instructional Area scores for individual starting point
- Grades 3 – 8
- $7.50 per student
map GROWTH

+ MAP Growth Basics
+ MAP Growth Essential Reports

map Reading Fluency

+ MAP Reading Fluency Basics
+ MAP Reading Fluency Essential Reports