SETON
EDUCATION PARTNERS

**BLENDED LEARNING PROFESSIONAL DEVELOPMENT**
**NWEA MAP: Features, Usage and Investment**

| **Objectives:** |
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| • TWBAT ( teachers will be able to) articulate how the MAP assessment functions and what important data it provides<br>• TWBAT explain three ways MAP data should be used<br>• TWBAT plan how to "pitch" and motivate NWEA MAP testing during the course of the year |
| **Materials:** |
| Facilitator will need:<br>• Facilitator powerpoint<br>• Participant handout, 1 for each person attending<br><br>Participants will need the following:<br>• Recommended: writing utensil |

**Agenda:** *How will you display the agenda during the session?*

| ***Slide*** | ***Times*** | ***Description of instruction*** | ***Needed materials*** |
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| 1 | 0:00-0:02 | Say: "As people enter and we prepare to get started, please grab a handout and start the Do Now questions."<br><br>Read the passage below and consider the following questions.<br><br>1. Do you agree or disagree with the author? Why?<br>2. How does the opinion in the passage compare with stakeholders' attitudes and opinions at _____ School?<br>3. Why do you believe we take the NWEA MAP test at _____ School?<br><br>Jonah Edelman<br>*Co-founder and CEO of Stand for Children, a national organization advocating for college and career readiness for all.*<br><br>Personally, I'm glad my sons, now 5th graders, are required to take a standardized test annually from 3rd through 8th grade. I deeply value their teachers' perspective on how they're progressing academically and in other ways, but I also want a more objective gauge of whether they're on grade level in math, reading, and writing. | Handout |

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| | | For the same reason, I strongly believe in taking my sons for an annual medical check-up, even if they seem healthy to me.<br><br>Every child in our country needs to learn how to read, write, and do basic math. If children can't master these fundamental skills, they can't learn and progress in other key ways, [...]. They may well end up chronically underemployed, unemployed, or worse.<br><br>That's why standardized testing matters. Educators, parents, advocates, and policymakers need to know how students are doing in reading, writing, and math throughout the K–12 years. | |
| 2 | 0:02-0:03 | Say: "We're going to get started talking about the NWEA MAP test. In this session today, it is my hope that you'll be able to:<br>● articulate how the MAP test works and what important measures it provides,<br>● explain three ways MAP data should be used, and<br>● plan how to "pitch" and motivate NWEA MAP testing during the course of the year" | |
| 3 | 0:03-0:08 | Say: "In the Do Now, you read a parent and educator's perspective about standardized testing. By raising your hand, how many of you agreed with his views?" *Narrate the number of hands that went up*<br><br>"Would someone care to share why?" *Call on two people*<br>"Someone who disagreed with the author, can you share your thoughts?" *Call on two people*<br><br>CLICK: "Do you think parents and others in our community would agree or disagree with this?" *Call on two people*<br>Follow up: "Are we doing enough to help them, especially parents, understand why we're taking standardized tests?" *Call on 2-3 people*<br><br>CLICK: "Why do you think we take the MAP test?" *Call on 2-3 people*<br><br>Facilitator note: If teachers are hesitant to participate, ask them to turn and talk to a partner. This may help them realize that they have similar views to others and help the group conversation move forward. | |
| 4 | 0:08-0:09 | Say: "Here at _____ School, we take the NWEA MAP test to tell us what students already know and what topics they still need to master. Our school strives to meet each child's unique needs and this is hard to do! You each work extremely hard to make sure every student in your classes get exactly what they need. MAP is a tool that we use to make your job a little easier. Hopefully it also is a tool that shows you how much you've helped your students learn. | |

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| | | "Today we are going to talk about what the NWEA MAP test is and how it functions, how MAP can be used to help students grow, and strategies for investing students in the test." | |
| 5 | 0:09-0:11 | Say: "The MAP test is a test created by the Northwest Education Association. MAP stands for Measures of Academic Progress. The test first came out in 2000 and has been used by millions of students across the world.<br><br>Unlike most other tests that exist, MAP is not a proficiency test.<br><br>CLICK: Let me repeat this - MAP IS NOT A PROFICIENCY TEST!<br><br>CLICK: Rather, MAP measures student **growth** on specific skills. This is an important distinction - many people think that MAP tells you if a child is on grade level or proficient. It does not. MAP can tell you if your students perform like other students their age, but it does not tell you if they are on grade level. For example. Johnny might perform like other 4th graders, but that does not mean he is proficient on 4th grade standards. While it is likely that he is, if all 4th graders that take MAP are behind, then Johnny is behind too." | |
| 6 | 0:11-0:14 | Say: "The MAP test is proctored three times a year - Fall, Winter, and Spring - and can be given in Math, Reading, Language Usage, and Science. We take the test in (insert subjects here).<br><br>The MAP test divided into grade-level bands; each test is untimed, but it is worth noting the typical amount of time students spend on the test in the different grades<br>○ K-1 (45 mins per session)<br>○ 2-5 (60+ mins per session)<br>○ 6+ (75-90 mins per session)<br><br>Student scores are reported using a measure known as a RIT score and a grade-level percentile ranking. Like we talked about a few minutes ago, grade-level percentile rankings tell us how a child compares to peers in the same grade, not how the child ranks on grade level proficiency standards." | |
| 7 | 0:14-0:20 | Say: "We are going to dive a bit deeper into each one of these metrics to build our understanding specifically around what metrics MAP provides and what it tells us about our students' learning and academic performance."<br><br>"In the back of your handout, there is a short passage about a RIT score, labeled passage 1. Please take a second to silently read the passage and reflect on the questions that follow. I'll give you about 5 minutes before checking in."<br><br>Do: Walk around the room specifically looking for participant answers that you'd like to bring up in the discussion. Quality answers include:<br>● Question 1: What is most significant about the RIT metric?<br>○ *Scores can be compared over time to tell us how much academic growth a student has made between test events.*<br>○ *Don't use RIT scores in isolation. They are meant to be compared to previous performance and peer-groups.*<br>● Question 2: What questions, if any, do you still have regarding the RIT metric?<br>○ *Look for commonalities between participant answers* | |

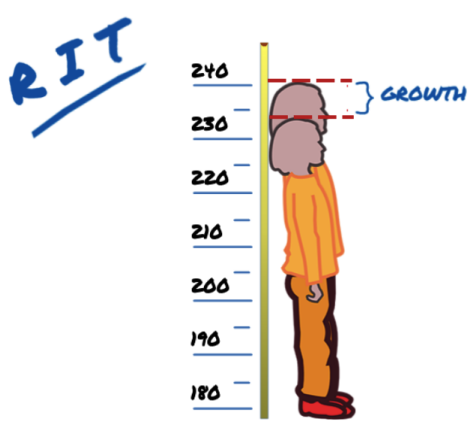
The RIT score reflects the student's academic knowledge, skills, and abilities. RIT is short-hand for a "Rasch Unit" which is named after the Danish mathematician, Georg Rasch. Rasch is best known for his contributions to psychometrics, and his model is used extensively in educational assessments, particularly for measuring skill attainment and cognitive assessments.

Students who participate in MAP testing will have a RIT score for each subject test that they complete.

The RIT scale is what is known as an "equal interval measure" which means that scores over time can be compared to tell how much academic growth a student has made between test events. Thus, RIT scores allow educators to track student performance longitudinally.

An example of another type of "equal interval measure" would be inches or feet for measuring height. When you take a child to the pediatrician they tell you how tall the child is today versus where they were at their last physical. The unit of "1 inch" has the same meaning whether that child is turning 18 years old or is 18 months old.

RIT scores in isolation don't tell the whole picture of a student's learning or academic performance--the instructional value of knowing a student's RIT score comes when you can compare the change in a student's RIT scores across test events. Therefore it is worth thinking about changes in RIT value as you might think about like changes in a child's height; in reference to where the student was previously and where they are in relation to their age-level peers.




What is most significant about the RIT metric?
What questions, if any, do you still have regarding the RIT metric?

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| 8 | 0:20-0:25 | Say: "Let's share out. What are some key things you learned about a RIT score? *Call on 3-4 people that you pre-identified. Affirm their responses and expound upon or repeat in a different way*<br><br>"Who has questions about a RIT score?" *Call on 2-3 people and answer the questions to the best of your ability. Common questions and answers include:*<br>● *What is a good RIT score?* Given that the MAP test is focused on growth, there is no such thing as a good or bad score. There is no way to pass or fail this test.<br>● *Is the test standards aligned?* Yes! MAP is common core aligned.<br>● *How much should students grow in a year?* Each student's ideal growth in a year is determined by their fall score. Generally speaking, primary grade students should grow between 18-22 points in a year, while junior high students should grow between 3-8 points in a year. The exact number of points depends on the Fall RIT score.<br>● *What is the highest RIT score?* There is no maximum or "perfect" score on a MAP test. A student's score on the MAP test is a function of both the proportion of questions answered correctly and the difficulty of the questions asked. The valid range for scores is between 100 and 350, but that does not mean that student scores "go to 350" or that a student may ever even receive the highest RIT item available on a test.<br>● *Are RIT scores the same for all grade levels?* Yes! Much like an inch is the same regardless of if you're measuring the height of a 3 year old or 18 year old, a RIT score is the same. RIT scores can be measured and compared from one year to the next. A kindergartner might score a 165 and a 2nd grader might score a 165, which would mean they are at roughly the same academic level. | |
| 9 | 0:25-0:30 | Say: "Now we're going to take it one step further and look at how you can find out how a student performs compared to their peers. Take about 3 minutes and read the next passage (passage 2) and answer the questions below."<br><br>Do: Walk around the room specifically looking for participant answers that you'd like to bring up in the discussion. Quality answers include:<br>● Question 1: What is most significant about the percentile ranking metric?<br>  ○ *Percentile ranking shows performance relative to grade-level peers*<br>  ○ *It is based on other student performance, not based on standards or proficiency*<br>● Question 2: What questions, if any, do you still have regarding the percentile ranking metric?<br>  ○ *Look for commonalities between participant answers*<br><br>MAP provides a percentile ranking to put each student's RIT score in context of their grade-level peers.<br><br>Just as a pediatrician has a chart showing the average heights and weights of children at certain ages, NWEA collects anonymous performance data from 10.2 million test takers and from there puts together charts showing the mean RIT scores for students at various grade levels. | |

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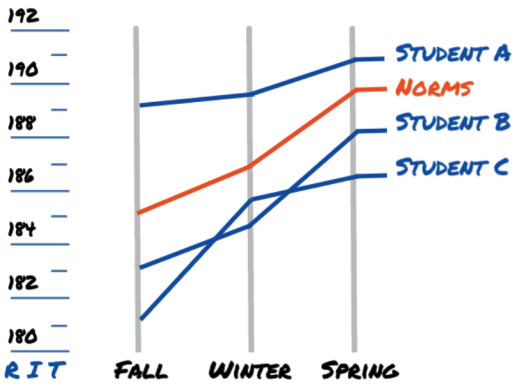
| | | From this robust data-set, MAP can provide percentile scores for students that shows their performance relative to their grade-level peers nationally.<br>  <br><br>For example, Student A in the graph above would be above the 50th percentile (shown as the "norms line") while Student B and Student C would be below the 50th percentile.<br>What is most significant about the percentile ranking metric?<br>What questions, if any, do you still have regarding the percentile ranking metric? | |
| 10 | 0:30-0:35 | Say: "Let's share out. What is significant about the percentile ranking metric? *Call on 3-4 people that you pre-identified. Affirm their responses and expound upon or repeat in a different way*<br><br>"Who has questions about the percentile ranking metric?" *Call on 2-3 people and answer the questions to the best of your ability. Common questions and answers include:*<br>• *What is the norm? Or how is the norm decided?* Norms allow us to compare a student's achievement to students in a large sample: a norm group.After a test is created, it is administered to a large, diverse group of children who make up the norm group. The children's scores are ranked from low to high performance. The scores are then statistically manipulated to form a statistical model called a normal distribution. This means that there are more scores in the middle than at the highest and lowest ends, and the scores are not biased to the high or low end. A normal distribution graphed visually creates the familiar "bell curve".<br>• *How often does NWEA collect performance data and create the charts with the mean RIT for students at a given grade level?* Every 4-5 years!<br>• *In what percentile do students usually fall?* This all depends on the students. There is no average percentile for students. Given that this is a normative test, if your class follows the norms, you might expect their percentile scores to follow a normal bell curve, with the most students in the 30-70th percentiles.<br>• *What is a good percentile?* There is no such thing as a good or bad percentile. A percentile is a data point that cannot be quantified as good or bad. The 50th percentile is where the most number of students in a grade level score. | |

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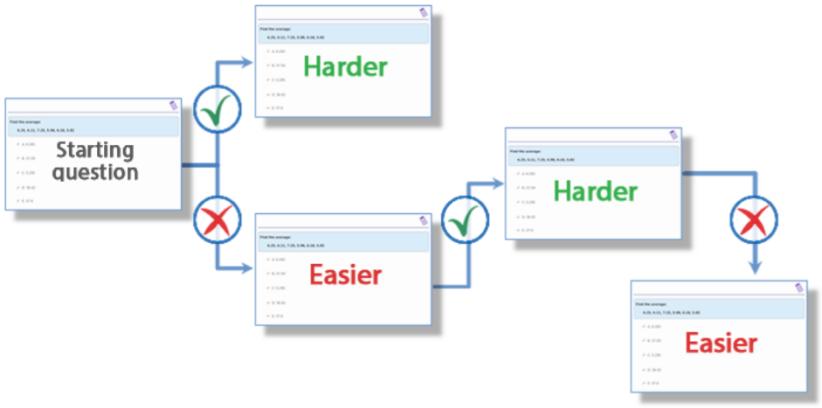
| | | Facilitator Note/Option: For school sites that are "rebooting" it may be helpful to display the most used/reference MAP report at that school site and take a few minutes to show where these important metrics can be found | |
| | 0:35-0:36 | Say: "Now that you know a little bit about the scoring of MAP, let's talk about the test itself. MAP is a computer adaptive test, meaning that the type of questions students encounter during a test session are dependent on how the student is performing in real-time.<br><br>Let's walk through an example to illustrate what this means | |
| 11 | 0:36-0:38 | Meera is a 5th grade student. When she starts the MAP test, the first question she gets is a mid-5th grade question. If she gets that question right, the next question is a bit harder. If she gets the question wrong, the next question will be slightly easier. The test will continue with cadence where a correct answer gets a harder next question and an incorrect answer gets an easier next question. This way students are constantly being appropriately challenged--students who perform above where they are expected are being pushed yet students who may be below grade-level norms are not continuing to face questions of a rigor level that they cannot currently answer successfully.<br><br>Because of the adaptive nature of the test, no two tests are exactly the same. Students will not likely have all of the same questions and the order of the questions will vary by student.<br><br>  <br> | |
| 12 | 0:38-0:43 | Say: "Given that quick primer on MAP:<br>● how is the MAP test similar or different from other tests that you have traditionally used at your school?<br>● Considering what you now know about the design of the MAP test, what might students and parents need to know about the test?<br>Spend the next 4 minutes talking with those at your table about your responses."<br><br>Do: Walk around the room listening for exemplar answers, such as:<br>● It is impossible to get a 100%.<br>● Students will get questions wrong, because the test is designed that way! Students will get about a 50% as the test adapts to challenge them appropriately.<br>● Feedback is almost instantaneous (24 hr turnaround)<br>● Gives a sense of both student growth and achievement<br>● Gives a sense of what skills students are ready to learn, not just if they are | |

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| | | proficient on a grade-level standard<br>● Because the test adapts as the student is taking it, students will have to be closely monitored and encouraged to do their best as they encounter challenging material | |
| 12 | 0:43-0:46 | Say: "As we come back together could I have one person from each table tell us how MAP is different from other tests we're familiar with?<br><br>Do: Call on one person from each table. Be sure that all of the following points are made:<br>● It is impossible to get a 100%.<br>● Students will get questions wrong, because the test is designed that way! Students will get about a 50% as the test adapts to challenge them appropriately.<br>● Feedback is almost instantaneous (24 hr turnaround)<br>● Gives a sense of both student growth and achievement<br>● Gives a sense of what skills students are ready to learn, not just if they are proficient on a grade-level standard<br>● Because the test adapts as the student is taking it, students will have to be closely monitored and encouraged to do their best as they encounter challenging material<br><br>Say: "Great, now we're not going to share out what students need to know about the test right now, so take a second to jot down some notes on this, because we're going to need your ideas later." | |
| 13 | 0:46-0:47 | Say: "Now that we have an understanding of the basic features and measures that MAP provides, we are going to go a layer deeper and look at how you can use the student performance data that you get from the MAP test." | |
| 14 | 0:47-0:48 | Say: "As we touched on a bit earlier, the value of MAP comes from what it tells us about our students learning and academic performance.The greatest single asset is that MAP data is actionable. While additional training and support will be given on what specific MAP reports and metrics can be useful, we want to spend a little time framing how you can use MAP data to improve student learning outcomes." | |
| 15 | 0:48-0:51 | Say: "There are many creative and helpful ways to use the data the MAP test provides. While this isn't a complete list, some of the most beneficial ways a teacher can use MAP reports are to:<br>● Identify individual student's strengths or areas of weakness<br><br>MAP gives reports that break down the exact skills a student is proficient at and the skills that they are ready to learn, which can help you know how to best assist each child.<br><br>● Establish growth goals on a class and/or individual student-level basis<br><br>Having a target to aim for is key for many students. MAP can tell you exactly how many RIT points a student needs to gain to make one year of growth based on where they started. Sharing this with students is one way to help engage them in their learning and help them see growth in a tangible way.<br><br>● Connect instructional resources aligned to student RIT scores/Lexile | |

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| | | Many content providers partner with NWEA and allow you to input RIT scores to create targeted lesson pathways or content for students. Some of these sites include, Achieve3000, Exact Path, Khan Academy, and IXL<br>● Group students for differentiated teacher-instruction based on RIT score ranges<br>Since RIT scores are equal interval measures, which we read about earlier, students with similar scores have similar skill proficiency. Putting these students in a group together allows you to teach differentiated lessons to these students based upon their abilities.<br>● Plan instruction using MAP results about what students are ready to learn<br>MAP data helps you plan more effectively and anticipate what challenges students are going to have. By knowing what students are ready to learn, you can scaffold lessons to meet the needs of the different levels students are at. | |
| 16 | 0:51-1:01 | Say: "As mentioned, consider this the first of many conversations about how to use MAP data to drive classroom instruction. To extend this a bit more, we are going to dive into an activity that will familiarize you a bit more with how teachers can use MAP data to plan and execute data-driven instruction in their classroom."<br><br>"In your handout, you will find a list of teacher actions that have to do with using MAP data in one way or another. Your task is to sort the teacher actions based on where they might best "fit" in terms of upcoming instruction.<br><br>For example, if the teacher action says "Consulting MAP report to group students by their RIT score in the Geometry domain" I would put this in the before planning upcoming unit category. This is something I would do before I start planning the geometry unit, as each groups skillset in geometry will affect how I differentiate my lessons throughout the unit.<br><br>Spend the next 5 minutes working with a partner to categorize the 8 actions listed in your handout."<br><br>Do: Walk around the room checking group work and asking probing questions about how groups are making their decisions<br><br>Before Planning upcoming Unit \| During Planned Unit \| After Completing a Unit \| ALL: Before, During, After instruction of Planned Unit<br>\| \| \| \|<br><br>List of Teacher Actions:<br>1. Consulting the pacing guide and knowing what the upcoming unit is focused on finding perimeter of regular polygons, the teacher uses MAP reports to "zoom-in" specifically to look at their students' performance on the measurement and data domain and the skill of "finding perimeter". Teacher | |

regroups students based on their performance on that particular skill
2. Teacher assigns a custom queue of iReady math lessons for their lowest performing students aligned to the areas of highest need as identified by MAP
3. While the rest of your blended learning group is working on annotating MLKs "Letter from a Birmingham Jail" in order to identify persuasive elements, the teacher pull the 5 students with the lowest scores on MAP's vocabulary domain to teach a 15 minute mini-lesson on using context to determine unknown words in a nonfiction text
4. Seeing in the MAP results that most students are still struggling to identify lines of symmetry, the teacher assigns a review lesson focused on that skill in i-Ready
5. Consulting MAP data, the 3rd grade teacher notices that she has 4 students who cannot count by 5s within 100 accurately. The teacher wants to pull those students *ad hoc* for a small group intervention.
6. Knowing that the performance level varies greatly between the blended learning groups, the teacher adapts the rigor of a an upcoming learning objective to meet students where they are and then push toward grade-level content.
7. Looking at MAP results in consultation with unit test data, it is clear that the Jayhawk blended learning group and Golden Eagle blended learning group have different needs. The teacher decides to teach totally different math skills during small group instruction for a week.

--Exemplar responses:

| While Planning upcoming Unit | During Planned Unit | After Completing a Unit | ALL: Before, During, After instruction of Planned Unit |
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| 1<br>3<br>6 | **2**<br>**3** | 7 | 2<br>4<br>5 |

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| 16 | 1:01-1:05 | Say: "Ok let's quickly review how we would categorize each of these teacher actions. When would you do #1? *move through each scenario*<br><br>*Answers:*<br>1. While Planning Unit<br>2. During Planned Unit OR All<br>3. 3 While Planning unit or during planned unit<br>4. All<br>5. All<br>6. While planning upcoming unit<br>7. After completing a unit<br><br>Say: How did you do with this? What are some ways that you as a teacher can use MAP data?<br><br>Do: Facilitate conversation where teachers talk about the multiple different ways MAP data can be used. Be sure to make the point that MAP data is used all | |

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| | | throughout the planning and teaching cycle. This data is something teachers should use regularly and often! | |
| 17 | 1:05-1:07 | Say: As a teacher you will look at MAP data to inform decisions within the 4 walls of your classroom. Just as you can use data to get a pulse of where your students are at, we can do this on the school level to identify our bright spots and areas for growth, as well as any trends/patterns. Using MAP data as a school we can:<br>● Identify which students in the school are growing faster, growing slower, or growing at the same pace as their national peers<br>● Identify the grades or classrooms with students way above or way below the norm<br>● Determine which classrooms or teachers might benefit from additional instructional supports<br>● Assess which instructional materials that we are using are meeting the needs of our students, and which ones might not be | |
| 18 | 1:07-1:12 | Say: "Take a second and consider - are their other ways that we, collectively, can use MAP as a school team? What types of decisions might we make based upon MAP data?"<br><br>*Wait 30 seconds*<br><br>Say: "Now, turn and talk to a partner about one or two of your ideas."<br><br>*Wait 1.5 minutes*<br><br>Say: "Are there 3 people who would like to share an idea that they heard?"<br><br>Say: "As a school administrator, I will use MAP for all of these things. Additionally, in combination with other data points, I use MAP to determine how I can best support you and our students. I use MAP data as a way to keep a pulse on what our kids need. This means that I'm continually referencing our data to figure out how I can help you without adding more work and stress to your day." | |
| 19 | 1:12-1:13 | Say: "The last point regarding MAP that we are going to touch on today deals with student investment and motivation. Given the important role that the MAP test plays in (1) informing instruction, (2) making curricular decisions, and (3) driving the type of support that I provide to you--it is of the utmost importance that we get results that accurately reflect students' true performance levels and abilities. | |
| 20 | 1:!3-1:14 | Say: "In order to achieve results that truly reflect where our students are at, we must create and maintain conditions that will allow and encourage students to put their best effort forward on the MAP assessment." | |
| 21 | 1:14-1:24 | Say: "In your handout you have a pair of documents from another school that takes MAP. These documents were created and used in advance of the school administering the MAP test:<br>Admin Facing Checklist<br>Teacher Facing MAP Checklist<br><br>You're going to read through these documents twice.<br>● On the first pass we are looking for general takeaways--what do you notice about the documents? What stands out? Do you believe this plan would effectively encourage students to try their best?<br>● On the second pass, consider what elements of these testing plans you'd like to "steal", "modify", or "expand on" in your classroom or at your school | |

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| | | during MAP testing. What would fit the needs of your students and the personality or culture of your classroom, level, or school community?<br><br>Go ahead and take 5 minutes to read through both documents. Take notes of what you notice.<br><br>*After 5 minutes* "Now, I'd like you to read through these documents again and write down any ideas you'd like to "steal" or modify to use with your students." | |
| 21 | 1:24-1:28 | Say: "I've heard some great conversations happening. Would anyone like to share an idea that you're going to use to get your students to take the MAP test seriously? These can be ideas you heard in our whip around, from these documents, or a totally new idea."<br><br>Do: Let 6-8 teachers share their ideas, affirming them and asking simple clarifying questions. | |
| 22 | 1:28-1:29 | Say: "As we close out this session, I'd like each of us to make a commitment related to MAP. On a post it - please write one commitment you personally want to make to ensure that students are set-up to do their best on the MAP test this year. When you're done, please put your initials in the corner and come place it on the board. I will use these ideas and your commitments to plan our MAP testing this year. I want to make sure your ideas are heard and that I'm not too far off the mark in the investment ideas I have. | |
| 23 | 1:29-1:30 | Say: "Over the last hour and a half or so, we covered a lot. We talked about what the MAP test is, including what a RIT score is and how the test works, how we can use the data the MAP test gives us, and strategies for investing students in the test. After we take the fall MAP test, we will come back together to look at the data and start to make small adjustments to our lesson plans.<br><br>Thank you for your time and attention today." | |