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NWEA MAP: FEATURES, USAGE AND INVESTMENT HANDOUT

Do now

Read the following passage, then respond to the questions below:

Jonah Edelman *Co-founder and CEO of Stand for Children, a national organization advocating for college and career readiness for all.*
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. For the same reason, I strongly believe in taking my sons for an annual medical check-up, even if they seem healthy to me. 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. 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.

1. Do you agree or disagree with the author? Why?

2. How does the opinion in the passage compare with parents' and communities' attitudes and opinions?

3. Why do you believe we take the NWEA MAP test?

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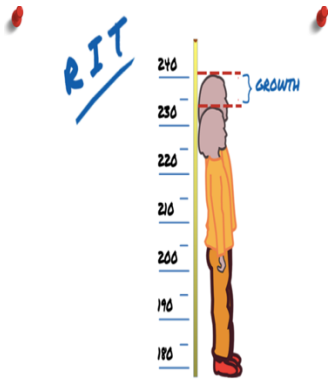
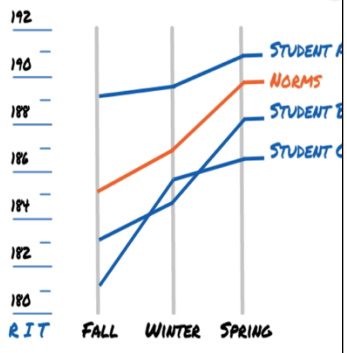
MAP basics

- The MAP test is proctored _____ times a year: _____, _____, _____.
- Tests are divided into grade-level bands; each test is _____ but the time required for each testing session is influenced by the grade-level of students:
    - K-1: _____ minutes per session
    - 2-5: _____ minutes per session
    - 6-8: _____ minutes per session
- Student scores are reported using a measure known as a _____ and a grade-level percentile ranking.

What is a RIT score?

RIT 	*Your notes:*
Percentile ranking 	*Your notes:*

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A pause for reflection

How is the MAP test similar or different from other tests that you have traditionally used at your school or other tests you have encountered?

Considering what you now know about the design of the MAP test, what might students and parents need to know about the test?

Using MAP

Teachers can use a NWEA MAP reports to:

- Identify _____ student's strengths or areas of _____.
- Establish_____ on a class or individual student-level basis.
- Connect instructional resources to _____.
    - Many content providers partner with NWEA and allow you to input RIT scores to create targeted lesson pathways or content for students
- _____ for differentiated teacher-instruction based on RIT score ranges.
- Plan _____ using MAP results about what students are ready to learn.

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Sorting teacher actions

Directions: Read the list below of possible teacher actions that in some way reference MAP-generated academic performance data and sort the teacher actions based on where they might best "fit" in terms of upcoming instruction.

Before/While planning a Unit	During a Unit	After completing a Unit	"All" Times

List of teacher actions:

1. Consulting the pacing guide to discover 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.

2. Teacher assigns a custom list 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 to the whole class.

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 for a small group intervention.

6. Knowing that the performance level varies greatly between the blended learning groups, the teacher adapts the rigor of an upcoming learning objective to meet various student groups where they are and then scaffold up 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.

8. While examining MAP's learning continuum, a teacher realizes that 4 students have demonstrated mastery on many of the standards being taught in the next unit. The teacher collaborates with the teacher a grade level above to develop some enrichment mini-lessons to keep her students challenged.

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MAP at the school level

School teams can use a NWEA MAP reports to:

- Identify which students in the school are _____, growing slower, or growing at the same pace as their _____.
- Identify the grades or classrooms with students way _____ the norm
- _____ which classrooms or teachers might benefit from additional instructional supports
- Assess which _____ that we are using are meeting the needs of our students, and which ones might not be

Investing students in MAP

Activity Directions: At the back of this handout, there is a pair of documents from a school that uses MAP. These documents, titled School Leadership "To-Do" List for MAP and Teacher "To-Do" List for MAP were created and used in advance of the school administering the MAP test.

Please read the handouts twice:

On the first reading, look for general takeaways—what do you notice about the documents? What stands out in terms of what this school planned to do to support MAP testing? Do you believe this plan would effectively encourage students to try their best? Why or why not?

On the second reading, consider what elements of these testing plans you'd like to "steal", "modify", or "expand on" in your classroom or at your school during MAP testing. What would meet the needs of your students and the personality or culture of your classroom or school?

Passages

Passage 1

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.

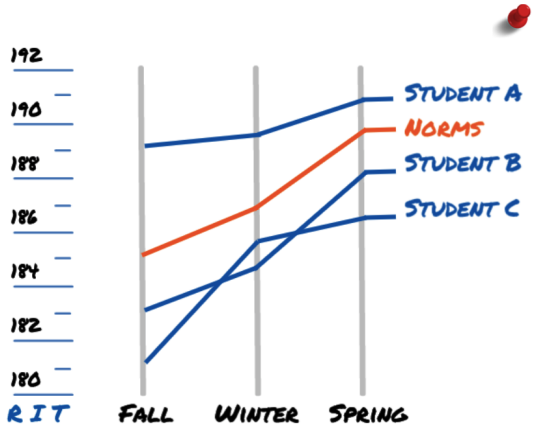
RIT scores in isolation don't tell the whole picture of a student's learning or academic performance--the instructional value of knowing a student's RIT score comes when you can compare the change in a student's RIT scores across test events. Therefore it is worth thinking about changes in RIT value 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.

Passage 2

MAP provides a percentile ranking to put each student's RIT score in context of their grade-level peers.

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.

From this robust data-set, MAP can provide percentile scores for students that shows their performance relative to their grade-level peers nationally.



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.

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School leadership "to-do list" for MAP

Before	❏ Create a MAP testing schedule, request feedback from staff, and distribute final schedule to staff members ❏ Share upcoming MAP testing schedule with families (give at least a month's notice) and post schedule around the school building for students to see ❏ Send home a reminder about the test on each Sunday prior to testing weeks ❏ Queue those who do the announcements to include a "shout-out" to the group testing each day a. Play a special song each time to signal MAP announcements! b. Remind students of the competitions or incentives associated with MAP testing (i.e. Free dress pass, extra recess, etc) ❏ Explain school-level competition or recognition as decided upon by leadership team ❏ Articulate teacher-facing expectations and give MAP planning time to teachers at in-person staff meeting
Day of	❏ Make mention of classes testing during Morning Announcements each day ❏ "Pop-in & Pump-up"-- give words of encouragement to each class as testing is about to start ❏ Support lower grade testing as much as possible either in person or by enlisting support ❏ All hands on deck needed to allow for close monitoring of K and 1 testing, especially ensuring that students can hear questions through headphones and that they are listening to directions ❏ Observe classroom environments ❏ Give positive and constructive feedback in the moment to teachers while circulating classrooms. Notice trends to address at a future staff meeting or before the next testing session.
After	❏ Following through on competitions/incentives/acknowledgements a. MAP Hall of Fame Board - post student pictures for students who met or beat their MAP goal b. Individual student "Academic Growth Champion" awards passed out ❏ Review data with Instructional leadership to identify school-wide trends and focus areas ❏ Plan a professional development or staff meeting for teachers to analyze data and make class, small group, and individual plans

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Teacher "to-do list" for MAP

Before	❑ **Post and verbally communicate test dates for both reading and math (week in advance) and refer to them daily (consider "countdown to test" on board or a countdown projected on start of class slide)** ❑ **Set and establish classwide goal and incentive** a. Ex 1: "If 75% of our class meets or beats our growth goal in reading, we will spend an extra 20 minutes at recess and we will do the same for our goals in math" b. Ex 2: "If 18/23 of us meet our goal this week on the reading test we will have a popsicle treat on Friday" ❑ **The day before your test, remind students of how they should prepare for success** a. Ex: "Get a good night of sleep, eat a healthy breakfast, think positive thoughts, etc."
Day of	❑ **Create a peaceful and purposeful environment the morning of testing** a. Consider playing calming music b. Giving people time and space to prepare mentally for testing c. Space for prayer/reflection/meditation ❑ **Post (whether on smartboard, chalkboard, or paper) and verbally communicate time-on-test expectations** a. Ex 1: "Students who meet their goal typically take 50+ minutes on this test. I expect everyone in this room to take at least this long." b. Ex 2: "We have broken testing into two days this time. I expect everyone in the room to work for the full 40 minutes and get no further than question #25 today. We will resume with the second half of the test tomorrow" ❑ **Review and post (whether on board or on paper) test taking tips and best practices** a. General K-1 test taking tips i. (1) Review what the "Listen" button looks like and where it can be found, (2) Encourage students to use listen button as many times as necessary in order to comprehend question (3) Eliminate options that you know are incorrect b. Upper-grade Reading i. (1) Re-read passages multiple times (2) Read the question before longer passages to focus your reading (3) Read/preview all answer choices (4) Eliminate wrong answers when you can c. Upper-grade Math i. (1) Identify what the question is asking (looking for keywords to figure what operations should be done) and re-read question to be sure (2) Use calculator tool whenever available (explain where to find calculator tool) (3) Use scrap paper to work out problems and double-check answers (4) Eliminate answers that you know are wrong ❑ **Set clear expectations for what students should do when they finish the test** a. After test activities should be silent and not particularly "fun or flashy" so as to not distract those students still testing b. Be sure to maintain ideal test conditions from the start to the last student has completed the test or you are suspending the test for the day ❑ **Record student scores and time spent (or have students record). Monitor progress toward any classroom or floor-level goals**
After	❑ Consider having students record their own scores and <u>reflect</u> on performance when developmentally appropriate ❑ **Identify those students who need to finish or retake assessment and note any qualifying criteria for re-testing (if applicable)** ❑ **Recognize student growth and celebrate effort!** ❑ **Prepare for second week of testing!** ❑ **Prepare to share student results and possibly field questions from parents**