



MAP TESTING: GOAL SETTING AND REFLECTION WITH K-8 STUDENTS

Discussing MAP goals and progress with students is a critical element in engaging and investing them in the test. Investing students in the MAP test builds ownership of their growth and progress. One way to invest students is to engage them in the goal setting and reflection process. As a best practice teachers should share goals with students before the winter and spring test; have them consider what they will do to meet their goal on the test; and then reflect on their score after that test.

Share goals with students

The first part of this process is sharing specific goals with students. The most common, and suggested, way to set MAP goals is to use the NWEA Map generated goal around RIT scores.

Note for Fall Testing: MAP goals in the Winter and Spring are based off of a student's Fall score. While there is not a goal set for Fall testing, some schools set a fall goal for students based on their score from the previous Spring (*example: goal for students to meet their Spring score again in the Fall*). This helps students give their best effort on the initial fall test, and is valuable for teachers to assess if any learning was lost over the summer. Even if Fall goals are not set, it can be powerful to communicate to students how their Fall score relates to their Spring score.

Select strategies for meeting goals (prior to test)

The next step in the process is discussing test taking strategies with students, and then asking them to consider which of these strategies they want to make sure to use during the test. Students should identify strategies that will help them "show what they know" and put forth their best effort. When asking students to consider which strategies to select, consider reviewing them, or providing students with a form of "word bank."

Students might select a strategy that you have shared with them, including:

- Rereading the text to find evidence to support their answer before selecting it as correct
- Using scratch paper whenever possible
- Taking their time (the MAP test is not timed!)
- Rereading all parts of a question and all answer choices carefully before choosing an answer
- Double checking all answers (checking math work; rereading the passage; rereading the question; making sure answering the right question)

Reflect on progress to goals

After taking the MAP test, it is important for students to reflect on how they performed. By having students reflect on their progress, they are taking ownership of their learning and progress rather than simply being told how they performed. This practice can lead to an enhanced growth mindset and increased student success.



Students should consider what went well during the test, and what they would like to improve. Specially, students should reflect on if they used their chosen strategies, how effective they were and what other strategies would have been helpful. While part of this reflection is about whether or not students met their goals, it is also important for all students to consider the growth they made, and that all students (whether or not they met their goals) identify what they want to achieve in the coming months, and what actions they can take to ensure they continue to learn and grow.

Some actions to help students reflect:

- Ask questions in class when I am unclear or do not understand something a teacher said
- Take notes in class and reference them when I am doing work and studying
- Keep trying even when things get hard, and use resources to figure out what I do not understand
- Work carefully during computer learning time, taking notes and reworking problems until I am successful

Example resources

The next several pages are example goal setting and reflection sheets. Many of these reflection sheets guide both teachers and students through the entire process outlined above: a goal is shared with students, students choose strategies to meet that goal, and, after testing, students reflect on how they did.



Resource A: Winter test window

NAME: _____

| Fall score | Winter goal |
|------------|-------------|
| | |

Three strategies I use on my test to help me meet my winter goal:

1)

2)

3)



Resource A: Spring test window

NAME: _____

| Fall score | Winter score | Spring goal |
|------------|--------------|-------------|
| | | |

Area(s) I need to improve on:

Three things I can do to meet my spring goal:

- 1)
- 2)
- 3)



Resource B

MAP reflection

Name: _____

Fall score: _____

Winter goal: _____

Winter score: _____

What do I need to do to accomplish my winter goal?

Did I achieve my winter goal? (circle one)

YES

NO

What went well for me during the test?

What do I need to work on for next time?



Resource C

Winter MAP test reflection

Name:

Grade:

1. Reflect on your MAP scores from the Fall:

| Fall reading score | Fall math score |
|---------------------|---------------------|
| Score: | Score: |
| Time spent on test: | Time spent on test: |

***the average student takes 50+ minutes on each test if they are trying their best!*

2. This test is all about showing that you have learned, grown, and become a better student. To show that you have improved since the fall, you want to earn a higher score.

| What can you do today to help you show how much you have learned on this test? | |
|--|------|
| Reading | Math |

| What area(s) would you like to improve on this round of testing? Be as specific as possible. Why? | |
|---|------|
| Reading | Math |

3. Review your goals: What RIT score do you want to get on each of your tests?

Your goals should always be higher than your previous score—we always want to improve!

| | Reading | Math |
|--|---------|------|
| Your Goal | | |
| Overall score (write this in after your test is submitted) | | |
| Time spent on test (write this in after your test is submitted—it's on the very bottom of the score report) | | |



4. After test reflection

| What specific actions can you make in the future to help you continue to learn, grow, and become a better student? | |
|--|-------------|
| Reading | Math |
| | |

Reflection guide:

Specific actions that could help you reach your goals:

| | | |
|--|--|--|
| <i>Reread text to find evidence to support the answer before selecting it as correct</i> | <i>Double check your answers. Check your math work or reread the passage</i> | <i>Take your time. The MAP test is not timed</i> |
| <i>Reread questions that you don't understand the first time</i> | <i>Use scratch paper whenever you can while testing</i> | <i>Read all parts of a question and the answer choices carefully before you choose an answer</i> |

Specific actions that might have led to your growth:

| | | |
|--|---|--|
| <i>Asked question in class when I was unclear about something a teacher said</i> | <i>Worked carefully during blended learning, taking notes and reworking problems until I was successful</i> | <i>I always did my homework completely, because I knew it was extra practice</i> |
| <i>I took notes right away in class and then referenced them when doing my work and studying</i> | <i>I read to myself and my family almost every night</i> | <i>Kept working even when things got hard. I didn't give up instead I used my resources and figured out what I didn't understand</i> |



Resource D: Primary Example

map GROWTH

Name: _____

| Mathematics | | |
|-------------|--------------|-------------|
| Fall score | Winter score | Spring goal |
| | | |

What can you do to hit your goal?

