



LEARNING CONTINUUM OVERVIEW

The Learning Continuum report provides us with a detailed view of a class' MAP test performance.

To access this report:

- Click the MAP Reports page
- Click on the "Learning Continuum" link
- Select the Term Rostered and the Term Tested
- Select the school and then the instructor, the class, and the test
- Click the "View Report" button [will take you to the Highlights section]

What am I looking at?

- Instructional Areas: The instructional areas of the selected test are listed as domains.
- Sub-categories: Each domain is divided into sub-categories. Below each instructional area domain are these sub-categories.

The screenshot shows a report titled "Learning Continuum - Class View" for "MAP: Reading Primary Grades Common Core 2010". At the top right is a "Print" link. Below the title is a blue bar with "Edit Display Options". The main content is a list of domains and their sub-categories:

- A Foundational Skills**
 - B Phonics and Word Recognition
 - B Phonological Awareness
 - B Print Concepts
- Language and Writing**
 - Capitalize, Spell, Punctuate
 - Language: Grammar, Usage
 - Writing: Purposes: Plan, Develop, Edit
- Literature and Informational**
 - Informational Text: Key Ideas, Details, Craft, Structure
 - Literature: Key Ideas, Craft, Structure
- Vocabulary Use and Functions**
 - Language: Context Clues and References
 - Vocabulary Acquisition and Use



List of Skills

- A. Under each domain sub-category, the RIT Bands are listed.
- B. Within each RIT band, there is a list of skills.
- C. The students listed in each section are the students that scored within that RIT band for the selected sub-category
- D. “No students” means that there are no students within this subcategory of the instructional area domain that fit within this RIT band.

Vocabulary Use and Functions	
Language: Context Clues and References	
141-150	<p>Base Words, Affixes</p> <ul style="list-style-type: none"> • Understands how the suffix -ian changes the meaning of a word • Understands the meaning of the inflectional ending -s <p>Context Clues: Unknown and Multiple-Meaning Words</p> <ul style="list-style-type: none"> • Understands the meaning of homophones • Uses context and an illustration to determine the meaning of a word <p>Picture Vocabulary</p> <ul style="list-style-type: none"> • Names a picture of an animal • Names a picture of food • Recognizes pictures of buildings • Recognizes pictures of school supplies • Recognizes pictures of transportation
151-160	<p>Base Words, Affixes</p> <ul style="list-style-type: none"> • Identifies base words in words containing inflectional endings • Understands how the prefix dis- changes the meaning of a word • Understands how the suffix -or, -er, or -ist changes the meaning of a noun • Understands that individual words combine to form compound words • Understands the meaning of a word with the prefix un- • Understands the meaning of the inflectional ending -s • Understands the meaning of the prefix re- • Uses a defined affix as a clue to the meaning of a word <p>Context Clues: Unknown and Multiple-Meaning Words</p> <ul style="list-style-type: none"> • Understands the meaning of homophones • Uses context and an illustration to determine the meaning of a word • Uses context to determine the meaning of a phrase • Uses context to determine the meaning of a word
161-170	<p>Base Words, Affixes</p> <ul style="list-style-type: none"> • Identifies base words in words containing inflectional endings • Understands how the prefix re- changes the meaning of a word • Understands that individual words combine to form compound words • Understands the meaning of the inflectional ending -ing • Understands the meaning of the inflectional ending -s • Understands the meaning of the prefix non- • Uses the base word to determine the meaning of a word <p>Context Clues: Unknown and Multiple-Meaning Words</p> <ul style="list-style-type: none"> • Determines which homophone completes a sentence • Understands the meaning of homophones • Uses context to determine the meaning of a phrase • Uses context to determine the meaning of a word
A	<p>Garcia Fernandez, Byron Overall RIT: 164 Lexile Range: BR Goal Range: 151-163</p> <p>Garcia Armenta, Christopher Overall RIT: 169 Lexile Range: BR Goal Range: 154-166</p>
B	<p>Martin, Allyrah Overall RIT: 168 Lexile Range: BR Goal Range: 156-168</p> <p>Garcia Ramirez, Marion Overall RIT: 172 Lexile Range: BR Goal Range: 164-176</p> <p>Burnam, Damyla Overall RIT: 174 Lexile Range: 33-183 Goal Range: 164-176</p> <p>Rangel-Briseno, Ian Overall RIT: 173 Lexile Range: 15-165 Goal Range: 161-173</p> <p>Rodriguez, Josue Overall RIT: 161 Lexile Range: BR Goal Range: 160-172</p> <p>Ruiz-Villatoro, Kevin Overall RIT: 169 Lexile Range: BR Goal Range: 156-170</p>
D	<p>No Students</p>