



map GROWTH

WORKBOOK

MAP Growth Basics

KEY CHARACTERISTICS

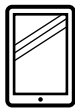
map GROWTH

MAP® Growth™ assessments dynamically measure what students know and inform what they're ready to learn next. These personalized assessments:



Measure growth over time

- + Are given three to four times each year
- + Use an equal interval scale
- + Provide growth projections for goal setting



Adapt to each student

- + Offer unique, appropriately challenging tests for each student
- + Are not limited by grade level
- + Provide real-time interactive reports



Inform instruction

- + Pinpoint skills each student is ready to learn today
- + Identify areas of strength and concern
- + Guide differentiation and flexible grouping



Support continuous improvement

- + Present data at the student, class, grade, or district level
- + Provide projections aligned with state assessments
- + Provide projections related to college and career readiness

MAP Growth Basics

01

Experience MAP Growth

- + MAP Growth Lab Experience4
- + Build Your Elevator Speech7

02

Making Connections

- + Worksheet for MAP Growth9
- + Scenario for MAP Growth.....10
- + Worksheet for MAP Growth K-2.....15
- + Scenario for MAP Growth K-216

03

Foundations of MAP Growth Data

- + Understanding MAP Growth24
- + Engaging Students and Parents Worksheet25
- + Ideas and Tools for Preparing Students.....26
- + Testing Preparation for Proctors.....27
- + Typical Testing Scenario for Proctors28
- + Testing Preparation for Teachers.....29
- + Typical Testing Scenario for Teachers30

04

MAP Growth Resources and Next Steps

- + MAP Growth Resources.....32
- + Reflection and Planning39
- + MAP Growth Student Status Norms..... inside back cover

MAP Growth Basics Resources

The URLs below are case sensitive.

MAP Reports Site

teach.mapnwea.org

Normative Data

nwea.us/NormativeDataInfo

NWEA Blueprints

nwea.us/Blueprints

NWEA Professional Learning Online

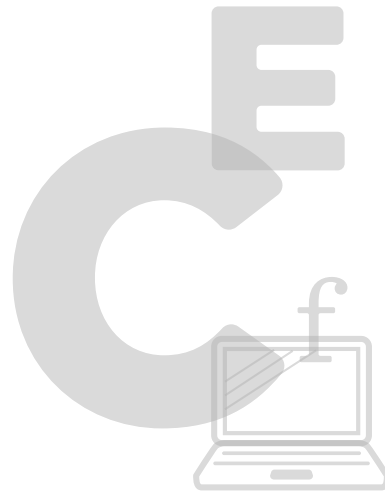
prolearning.nwea.org

Teach. Learn. Grow. blog

nwea.org/blog

NWEA

nwea.org



+ 01

Experience MAP Growth

- 🎯 Identify the purpose of the MAP Growth assessment
- 🎯 Create a partnership in using data to improve student learning



MAP Growth Lab Experience

You will take a sample MAP Growth test from a student perspective. Disable any pop-up blocker software tools before you begin.

Try sample MAP Growth tests

🔗 Type this link into your web browser: test.mapnwea.org.

Note: students can access the MAP Growth Practice Test questions here.

1. Enter the test session name and password your NWEA Professional Learning Consultant provided, and select the blue button with the arrow.
2. Select your sample student name and test from the drop-down menus. Choose **Next**.
3. Confirm that your information is correct and wait for your test to begin. Choose **Next** to proceed.
4. Choose **Next** (at the bottom) after answering each question.

ACTIVITY

- + Discuss your testing experience with a colleague and note your observations below.

Perform basic proctor steps

Practice setting up and administering a MAP Growth assessment. With your partner, decide who will begin as the proctor and who will begin as the student. You will need two separate devices.

1. On your device, log in to teach.mapnwea.org using the sample username and password your NWEA Professional Learning Consultant provided.
2. Choose **Manage Test Sessions**. Select **Help** in the top-right menu. These instructions walk you through testing. Under **A: Setup**, select the link for the proctor videos.
3. With your partner, view the proctor videos: **Testing Demonstration** and **Proctor Practice**.

Now you are ready to complete the proctor setup steps below. Use both devices to experience MAP Growth as a proctor and a student:

Proctor

1. Create a test session: choose **Manage Tests** and then **Test My Class**. You will have two students.
2. Provide the test session name and password to your student partner.
3. Practice pausing and ending the test.



Student

1. Log in to test.mapnwea.org.
2. Choose a student name from the drop-down list or use the student name your proctor partner assigned.
3. Start the test. Answer a few questions.



The Help Center includes *Proctor Tips and Troubleshooting*.

Preparing students

Go to teach.mapnwea.org and find the **Practice Tests** section. Select **MAP Growth Practice Tests** or **MAP Growth Practice Tests for Primary Grades**.

To access the practice tests, use these login credentials:

Username: grow

Password: grow

ACTIVITY

- + Think about how you will use the videos or sample test questions with your students and write your thoughts below.

Best practices and troubleshooting

THINK ABOUT

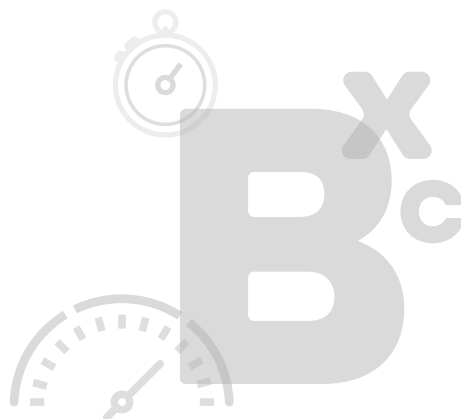
- + Which tips should you keep in mind when your students are testing?

Build Your Elevator Speech

If you were riding an elevator with someone unfamiliar with MAP Growth, how might you explain its purpose and value? Building an elevator speech helps you confidently explain MAP Growth to colleagues, students, and parents.

- + Write a short paragraph, connecting two or more big ideas, to help synthesize your understanding of MAP Growth.

Your Elevator Speech



+ 02

Making Connections

🎯 Identify the purpose of the MAP Growth assessment



Making Connections: Worksheet for MAP Growth

Key concepts	What you know	Your questions	What you learned
--------------	---------------	----------------	------------------

Adaptive growth assessment			
----------------------------	--	--	--

RIT scale: student RIT scores			
-------------------------------	--	--	--

Normative data			
----------------	--	--	--

Learning Continuum			
--------------------	--	--	--

Instructional level vs. mastery			
---------------------------------	--	--	--

Making Connections: Scenario for MAP Growth

As you read the scenario and complete the associated activities, you will learn more about the MAP Growth assessments.

Record your observations in the *Making Connections Worksheet for MAP Growth* after each activity.



Scenario: Part 1

Mary M. Vosburg, a fifth-grader in your class, is taking computer-adaptive assessments called MAP Growth to measure her academic growth and find her level of instructional readiness. Mary may take the assessment up to four times per year.

The MAP Growth assessment determines which questions to ask Mary based on her answers to previous questions. If she answers a question correctly, the test then asks her a more difficult question. Likewise, if Mary answers a question incorrectly, she receives an easier question next time. After completing the assessment, she receives an overall RIT score for the subject in which she was tested. For example, in Mathematics, Mary scores a 210.

ACTIVITY

Refer to the *Class* report in your *MAP Growth Reports Portfolio*.

1. Refer to the summary. What is the Norm Grade Level Mean RIT in Reading?

In this example, the Norm Grade Level Mean RIT is the typical fall Reading RIT score for fifth grade. See MAP Growth Student Status Norms on the inside back cover for norm grade-level mean scores for all grades, subjects, and test seasons.

2. Refer to the second page of the *Class* report. What is Mary Vosburg's overall score in Reading? (Use the middle number in **bold** print.) _____
3. What is Mary's percentile rank in Reading? _____

The percentile rank refers to the percentage of students in the national norms group for a certain grade that a score equals or exceeds.



Record your observations in your *Making Connections Worksheet* on p. 9.

Scenario: Part 2

You want to investigate your students' academic diversity, so you pull up the *Class Breakdown by RIT* report to help decide how best to meet your students' academic needs. This report shows each student's overall performance in each subject, broken down by 10-point RIT bands.

ACTIVITY A

Refer to the *Class Breakdown by RIT* report in the *MAP Growth Reports Portfolio*:

1. In Part 1, Question 1, you identified the typical fall Reading RIT score for fifth grade. Use this score to identify which RIT band (e.g. 221–230) reflects students performing at this level.

2. What information does this report provide about how best to organize instruction that will meet Mary's needs in Reading?

Scenario: Part 2, continued

As Mary's teacher, you want to learn more about her relative areas of strength and concern in Reading. To do so, locate the *Class Breakdown by Goal* report for Reading. This report shows each student's performance in Reading, broken down by 10-point RIT bands.

ACTIVITY B

Refer to the *Class Breakdown by Goal* report for Reading in the *MAP Growth Reports Portfolio*.

1. Locate Mary Vosburg (M. M. Vosburg) in the row called Informational Text.
2. Mary's overall RIT score in Reading is _____. (Her overall RIT score for Reading follows her name.)

Mary's RIT band for Informational Text is _____. Because her RIT band for Informational Text is higher than her overall RIT score, Informational Text is an area of relative strength for her.

- + Relative to her overall RIT score, what goal performance area might be of concern?

Why?



Record your observations in your *Making Connections Worksheet* on p. 9.

Scenario: Part 3

On the *Class Breakdown by Goal* report, the RIT bands into which Mary falls indicate her level of instructional readiness for each goal. These RIT bands point to learning statements that align with your state standards' content and are organized in an NWEA resource called the *Learning Continuum*.

ACTIVITY

1. On the *Class Breakdown by Goal* report for Reading, locate the goal performance area called Literature and identify which RIT band includes Mary
2. Turn to the *Learning Continuum Class View* report for this fifth grade class in your *MAP Growth Reports Portfolio*
 - + What are some skills that Mary is ready to learn?



Record your observations in your *Making Connections Worksheet* on p. 9.

Making Connections: Worksheet for MAP Growth K-2

Screening

Skills Checklist

MAP Growth

Description

Adaptive?

☐ Y ☐ N

☐ Y ☐ N

☐ Y ☐ N

Tests available

Scores

Instructional level
or diagnostic?

☐ IL ☐ D

☐ IL ☐ D

☐ IL ☐ D

Normative data?

☐ Y ☐ N

☐ Y ☐ N

☐ Y ☐ N

Audience

Testing intervals

How can
I use these?

Making Connections: Scenario for MAP Growth K-2

As you read the scenario and complete the associated activities, you will learn more about the MAP Growth K-2 assessments.

- + Log in to the MAP Growth reports site (teach.mapnwea.org).
- + Find detailed information about the MAP Growth K-2 assessments. Under **Quick References**, select **Key information in printable form**. In the **For Teachers** section, choose **Primary Grades Test Selection**.

Record your observations in the *Making Connections Worksheet for MAP Growth K-2* after each activity.



Scenario: Part 1

Bret Lambert is a first-grader in your class. Since kindergarten, he has taken the three different types of MAP Growth K-2 assessments—Screening, Skills Checklists, and Growth—that compose the Growth assessment system in Reading and Math.

In kindergarten, Bret took two assessments:

- + the MAP Growth K-2 *Screening: Reading Early Literacy*, which assesses a student's abilities related to rhyming, letter identification, and concepts of print
- + the *Screening: Mathematics Early Numeracy*, which assesses a student's ability to count, identify numbers, and do basic computations

In these tests, how the student responds to an initial set of questions determines the level of difficulty for the next set of questions.

ACTIVITY

Refer to the MAP Growth K-2 *Student* report for *Screening: Reading Early Literacy* in the *MAP Growth Reports Portfolio*.

1. Locate Bret's MAP Growth K-2 *Screening: Reading Early Literacy*. How did Bret perform on the Visual Discrimination/Phonics portion of the assessment?
2. In looking at Bret's screening assessment, what inferences can you make that would help you design instruction to meet his individual needs?



Record your observations in your *Making Connections Worksheet* on p. 15.

Scenario: Part 2

As a first-grader, Bret has taken several of the 10 Reading and 28 Mathematics Skills Checklist assessments.

The *Quick Reference: Primary Grades Test Selection* lists these Skills Checklist Tests.

You use these tests throughout the school year, as often as needed, with individual students, small instructional groups, or your whole class whenever you need additional information about students' progress. The Reading Skills Checklist assessments randomly present all the test questions to each student, but the Mathematics Computation Skills Checklist assessments end after the first 10 questions if the student has not answered 60% or more correctly.

You decide to assign the same test to all of your students as a pretest. Every student, including Bret, takes a Reading Skills Checklist test called Reading Decoding Patterns–Word Families.

ACTIVITY

Refer to the MAP Growth K-2 *Student* report for the *Skills Checklist: Reading Decoding Patterns-Word Families* in the *MAP Growth Reports Portfolio*.

1. What percentage of the word families did Bret know? _____
2. As Bret's teacher, how could you use this information to plan instruction for him?
3. What information about your students can these assessments provide that you presently lack?



Record your observations in your *Making Connections Worksheet* on p. 15.

Scenario: Part 3

As a first-grader, Bret took the MAP Growth K-2 assessment for the first time this year.

The K-2 Growth assessments are adaptive, measure academic growth, and help you know what your students are ready to learn. They can be given up to four times a year.

The tests determine which questions to ask Bret based on his answers to previous questions. If Bret answers a question correctly, the test gives him a more difficult question. If Bret answers a question incorrectly, he receives an easier question next time. This process continues until his RIT score is identified. He receives an overall RIT score for the subject in which he was tested: Reading or Mathematics.

ACTIVITY

Refer to the MAP Growth K-2 *Class* report in the *MAP Growth Reports Portfolio*.

1. Refer to the *Class* report summary to determine the Norm Grade Level Mean RIT in Reading. _____

In this example, the Norm Grade Level Mean RIT is the typical fall Reading RIT score for first grade. See MAP Growth Student Status Norms on the inside back cover for norm grade-level mean scores for all grades, subjects, and test seasons.

2. Refer to the second page of the *Class* report to find Bret Lambert's overall RIT score in Reading. _____



Record your observations in your *Making Connections Worksheet* on p. 15.

Scenario: Part 4

You want to investigate your students' academic diversity and decide how to best meet your students' academic needs, so you pull up the *Class Breakdown by RIT* report to help.

ACTIVITY A

Refer to the MAP Growth K-2 *Class Breakdown by RIT* report in the *MAP Growth Reports Portfolio*.

1. In Part 3, Question 1, you identified the typical fall Reading RIT score for first grade. Use this score to identify which RIT band (e.g. 131-140) reflects students performing at this level.

2. What information does this report provide about how best to organize instruction that will meet Bret's needs in Reading?

Scenario: Part 4, continued

You want to learn more about Bret's relative areas of strength and concern in Reading, so you turn to the *Class Breakdown by Goal* report. This report shows each student's performance in Reading, broken down by 10-point RIT bands.

ACTIVITY B

Refer to the MAP Growth K-2 *Class Breakdown by RIT* report in the *MAP Growth Reports Portfolio*.

1. Locate Bret Lambert (B. T. Lambert) in the row called Literature and Informational.
2. In Part 3, Question 2, you recorded Bret's overall RIT score in Reading as _____. (His overall RIT score for reading follows his name.)

In which RIT band for Literature and Informational do you find Bret?

Because his RIT band for Literature and Informational is lower than his overall RIT score, Literature and Informational is an area of relative concern for Bret.

3. Relative to his overall RIT score, what goal performance area might be an area of strength? _____

Why?



Record your observations in your *Making Connections Worksheet* on p. 15.

Scenario: Part 5

On the *Class Breakdown by Goal* report, the RIT bands into which Bret falls point to learning statements in an NWEA resource called the *Learning Continuum*. The *Learning Continuum* sequentially presents concepts and skills in reading and mathematics that are critical to your students' academic development.

ACTIVITY

1. On the *Class Breakdown by Goal* report, locate the area called Literature and Informational, and find the group of students including Bret.
2. Turn to the *Learning Continuum Class View* report for this first grade class in your *MAP Growth Reports Portfolio*.
 - + What are some skills that Bret is ready to learn?

MAP Growth K-2 wrap-up

THINK ABOUT

- + How could you use all three types of assessments comprising the *MAP Growth K-2* assessment system?



Record your observations in your *Making Connections Worksheet* on p. 15.

+ 03

Foundations of MAP Growth Data

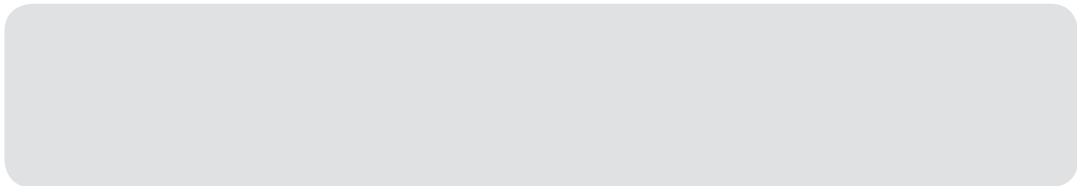
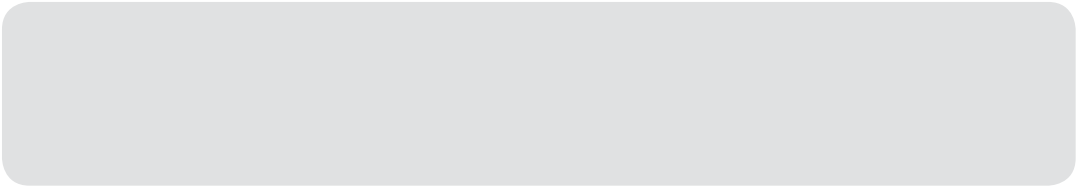
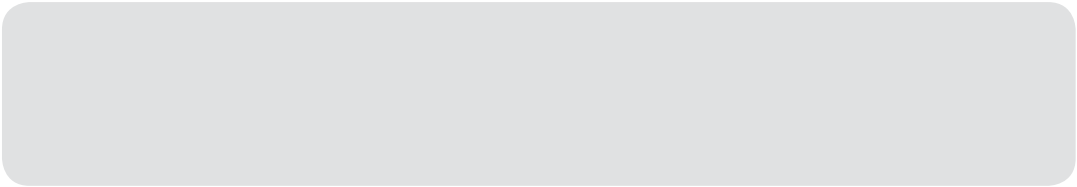
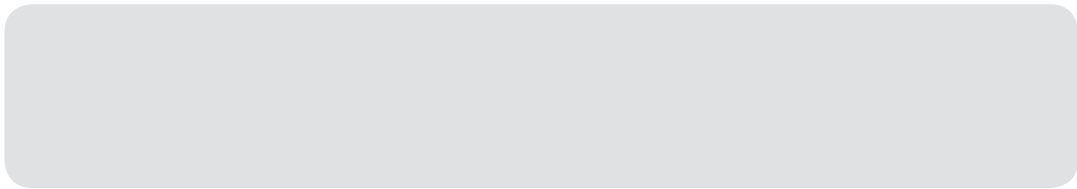
🎯 Create a partnership in using data to improve student learning



Understanding MAP Growth

What key words or ideas are most important in understanding MAP Growth assessments and data?

map GROWTH



Engaging Students and Parents Worksheet

Students

What do they
need to know?

Who will communicate
the information
to students?

How will it be
communicated?

When?

Parents

What do they
need to know?

Who will communicate
the information
to parents?

How will it be
communicated?

When?

Ideas and Tools for Preparing Students

Give the practice tests

Access the **MAP Growth Practice Tests** at practice.mapnwea.org and use these credentials:

Username: grow

Password: grow

Links to the practice tests are also available on the homepage of the MAP reports site (teach.mapnwea.org) and on the student testing site (test.mapnwea.org).

Discuss with colleagues

- + Common student questions and discussion points
- + Your experience taking the test
- + How you plan to use the data with students to identify the skills they are each ready to learn

Talk with students

Here are a few common student questions and possible responses.

- + **What are MAP Growth tests?**
MAP Growth assessments are achievement tests in Mathematics, Reading, Language Usage, and Science, taken on a computer.
- + **How do these tests work?**
The computer displays one test question at a time on the screen. You select an answer using the mouse or the keyboard. The difficulty of each test adjusts based on how you perform on the questions that you answer. Your test is unique, built just for you.
- + **Why are we taking MAP Growth?**
The MAP Growth assessments show me your performance so I can better know what you are ready to learn in class. They also help me understand which areas need improvement.

Testing Preparation for Proctors

Follow these steps for a successful testing day.

Things to know

1. Understand the MAP Growth assessment and/or the MAP Growth K-2 assessments.
2. Understand the testing process.

Things to do

- ☐ Watch video tutorials: from the MAP reports site homepage, select **Using MAP Growth > Video Tutorials > More Videos > Testing for MAP Growth**; watch the Learn Basics and Learn More videos.
- ☐ From the MAP reports site homepage, select **Quick References**. Access and read *Proctor Tips and Troubleshooting* and the *Proctor Guide*.
- ☐ Create and modify student profiles if necessary (the data administrator imports the profiles).
- ☐ Access and confirm the test schedule and location(s); many schools are using portable devices in classrooms.
- ☐ Check headphones and headphone volume as needed.
- ☐ Collaborate with teaching staff to identify and prepare accommodations for students with special needs.
- ☐ Develop a process for providing feedback to the assessment coordinator and/or building administrator.
- ☐ Determine steps for troubleshooting workstation problems when issues arise.
- ☐ Guide students through the MAP Growth Practice Test.



Access the *Quick Reference: Student Introduction to MAP Testing* for directions to read to students before beginning the test.

Typical Testing Scenario for Proctors

Follow these steps for a successful testing day.

Before testing session

- ☐ Gather materials for the testing environment:
 - + List of any student accommodations
 - + Scratch paper and pencils
 - + Headphones for any MAP Growth K–2 students
 - + *Quick Reference: Student Introduction to MAP Testing*
- ☐ Create test sessions for students and assign selected tests.

During testing session

- ☐ Read the directions to students before instructing them to begin.
- ☐ Monitor student behavior and testing progress in the MAP system.
- ☐ Pause, suspend, or terminate tests if needed.
- ☐ Invalidate tests if needed.

After testing session

- ☐ Prepare computers for the next group to test: Close the NWEA Secure Testing App screen if there will be more than a few minutes between testing sessions (if not, refresh the NWEA Secure Testing app screen).
- ☐ Determine which students need to be scheduled for make-up tests and inform the classroom instructor when that will occur.

After testing day

- ☐ Give make-up tests as soon as possible (tests must be completed within the testing window).
- ☐ Communicate any testing issues or scheduling concerns to the building administrator and/or assessment coordinator.
- ☐ After the testing window closes, communicate any procedural recommendations to the building administrator and/or assessment coordinator to inform the next testing window.

Testing Preparation for Teachers

Follow these steps for a successful testing day.

During testing session

- ☐ Understand MAP Growth.
- ☐ Develop a working definition of the RIT scale and what it means.
- ☐ Understand the concept of instructional level versus mastery.

Things to do

- ☐ Receive an initial login to the MAP reports site.
- ☐ Talk with students about MAP Growth; set clear expectations.
- ☐ Prepare accommodations for students with special needs.
- ☐ Have students access the MAP Growth Practice Test.
- ☐ Determine seating assignments for the test.
- ☐ Plan for communicating with parents and students.

Typical Testing Scenario for Teachers

Follow these steps for a successful testing day.

Before testing session

- ☐ Have students bring a book or an assignment to work on in case they finish early.
- ☐ Reinforce expectations for the testing environment.

During testing session

- ☐ Remind students not to begin until instructed.
- ☐ Remain in the testing session to monitor students.
- ☐ Encourage students to take their time and use scratch paper if necessary.
- ☐ Alert the proctor to any issues.
- ☐ Make sure that absent students and those who did not complete the test in the scheduled time have adequate time to complete testing.

After testing session

- ☐ Debrief the testing experience with students.
- ☐ Celebrate successes.
- ☐ Note how you'll improve the process next time.

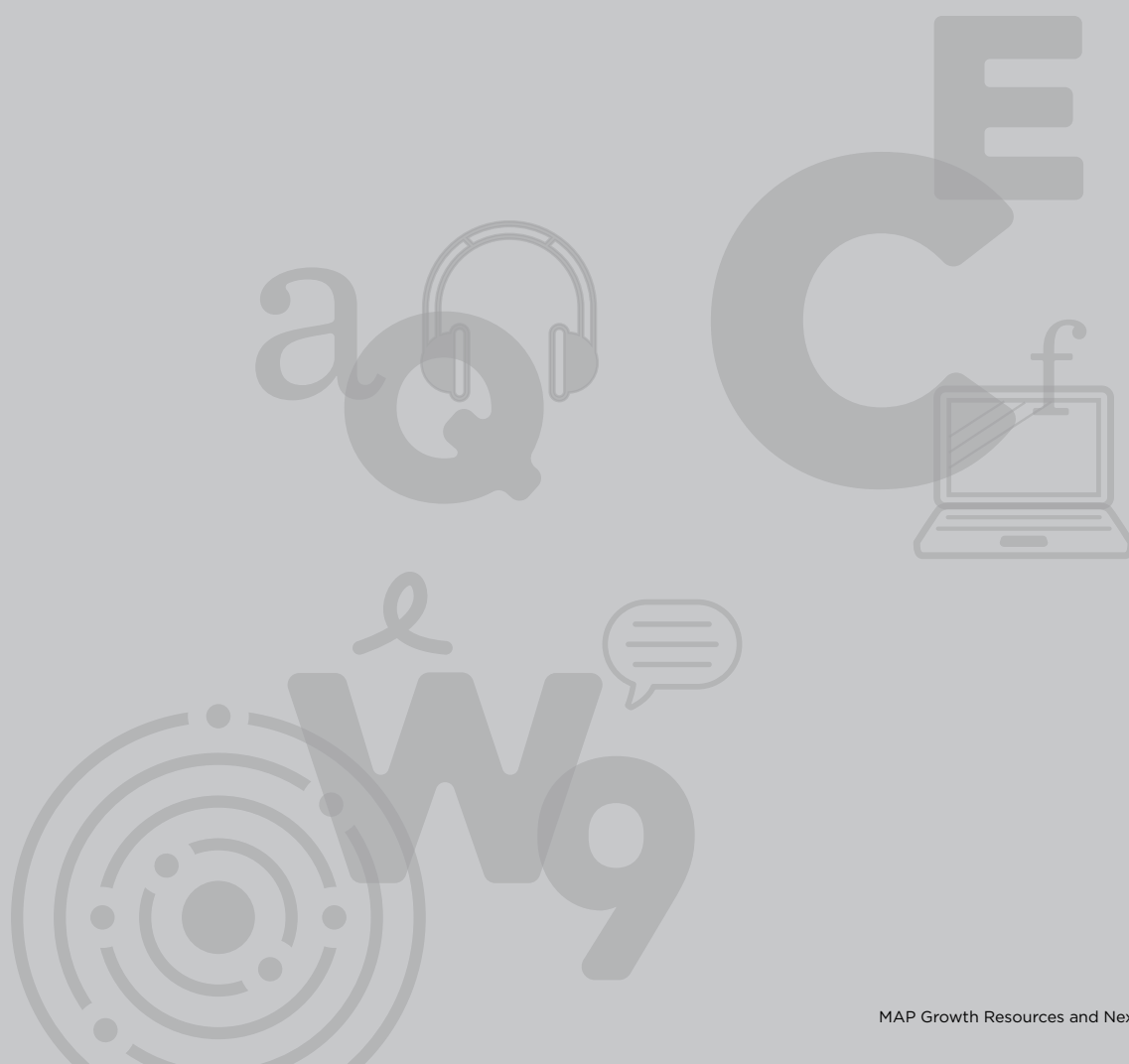
After testing day

- ☐ Assess reports immediately.
- ☐ Check reports to verify that all students have a valid score.
- ☐ Analyze report data: class and student.
- ☐ Discuss scores with individual students and parents.
- ☐ Use data to plan instruction; implement necessary instructional modifications.
- ☐ Create a plan to collaborate with colleagues.
- ☐ Learn how to access additional resources.
- ☐ Learn how to determine growth projections
- ☐ Work with the district MAP Growth Leadership team to assess the testing process (strengths, changes, and next steps).
- ☐ Communicate professional learning needs to the administrator.

+ 04

MAP Growth Resources and Next Steps

🎯 Create a partnership in using data to improve student learning



MAP Growth Resources

Log in to the MAP reports site (teach.mapnwea.org) with the user name and password you received (passwords are case sensitive). If you don't have a username and password, use the sample one provided for you.

ACTIVITY A

In the gray box on the **homepage**, explore the following and make note of what you find:

- + MAP Growth Essentials Online Training
- + Using MAP Growth
- + Quick References
 1. *Early Learning Test Selection* (MAP Growth K-2)
 2. *Assessment Coordinator Guide*
(e.g., p. 14 gives the number of questions per test)
- + What's New in MAP

ACTIVITY B

In the **Information Center** section, explore the following links:

- + NWEA blog: Teach. Learn. Grow.
- + Practice Tests

Select **Help** in the upper-right corner and explore the following. Make note of what you find.

- + Video Tutorials
- + Report Details
- + What's New
- + Type "parent guidance" into the search box

- + List the three most important resources you found:

Explore the Class Report

Investigate the report and note how you could use it.

ACTIVITY

1. From the left navigation menu on the MAP reports site homepage, choose **View Reports**, then **MAP Growth Reports**.
 2. In the **MAP Growth Reports** area, select **Class**. The *Class* report is a great place to start when you want to look at the academic diversity in your class and plan for instruction.
 3. Select the subjects you wish to view. (You may select all of them.) Note the report options that you have.
 4. Select **Create PDF Report** to open the report in a new window. You can also view your report by choosing the **Reports Queue** in the left navigation bar.
- + What are two ways that you could use this report?

Explore the Class Breakdown Reports

Investigate the reports and note how you could use them.

ACTIVITY

1. Go back to **MAP Growth Reports** and choose **Class Breakdown** from the MAP Growth Reports box. The *Class Breakdown* reports give you a visual representation of the academic diversity of your class.
2. Select **Term**, **School**, **Instructor**, and **Class** from the drop-down menus, if applicable.
3. Choose **Class Breakdown by RIT** from the **Report Options** section and select **View Report Online**. This generates a report that shows students separated by 10-point RIT bands in each subject tested.
4. Select **Mathematics** under the subject column. Notice that the top of the page changes to *Class Breakdown by Goal*.

+ How is this report different?

+ How might you use this report?

Explore the Learning Continuum

Investigate the report and note how you could use it.

ACTIVITY

1. Go back to **MAP Growth Reports** and choose **Learning Continuum** from the MAP Growth Reports box. The *Learning Continuum* describes skills and concepts connected to the content of your state standards through the NWEA Blueprints. This is an interactive report with two views—*Class View* and *Test View*.
2. The *Class View* groups students by RIT bands of 10 to show the skills concepts they are ready to learn. You can also access this report directly from the *Class Breakdown by Goal* report by clicking on a goal area, RIT band or student's name.
3. The *Test View* is a general look at the subject and shows the skills and concepts to reinforce, develop, and introduce with students based on their RIT score. The RIT bands are listed from left to right, showing the progression of skills and concepts.
4. Take some time to explore both the *Class View* and the *Test View* reports.
5. Watch a short video about the *Learning Continuum*:
 - + Choose **Help** in the upper-right corner.
 - + Scroll down to the **Video Overview** section and watch the video.
 - + What are two ways you could use the *Learning Continuum*?

Explore the Student Profile

Investigate the report and note how you could use it.

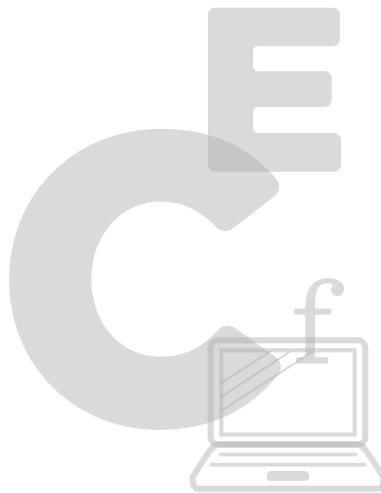
ACTIVITY

1. Go back to **MAP Growth Reports** and choose **Student Profile** from the MAP Growth Reports box under **Next-Generation Reports**.
2. Select **Term Rostered**, **School**, **Instructor**, **Class**, and **Student** from the drop-down menus. Then choose **View Student Profile**.
3. Take some time to explore the many features of this report.
4. To watch a short video about the Student Profile:
 - + Choose **Help** in the upper-right corner.
 - + Scroll down to **Top 5 Benefits** and watch the video.
 - + How could you use this report with parents? With students? For instruction?

Professional Learning Online

Access learning anytime, anywhere, and at your own pace. Sign into Professional Learning Online, where you can develop new skills, reinforce learning, and find answers to your questions. Join one of our focused online communities and share what you have learned with fellow educators and leaders.

prolearning.nwea.org



Reflection and Planning

Section title or big ideas

New learning to
remember or share

Resources to support
your learning

Notes



9



&

C

123



$\frac{3}{8}$

MAP Growth Student Status Norms

2015 READING Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	141.0	13.54	151.3	12.73	158.1	12.85
1	160.7	13.08	171.5	13.54	177.5	14.54
2	174.7	15.52	184.2	14.98	188.7	15.21
3	188.3	15.85	195.6	15.14	198.6	15.10
4	198.2	15.53	203.6	14.96	205.9	14.92
5	205.7	15.13	209.8	14.65	211.8	14.72
6	211.0	14.94	214.2	14.53	215.8	14.66
7	214.4	15.31	216.9	14.98	218.2	15.14
8	217.2	15.72	219.1	15.37	220.1	15.73
9	220.2	15.68	221.3	15.54	221.9	16.21
10	220.4	16.85	221.0	16.70	221.2	17.48
11	222.6	16.75	222.7	16.53	222.3	17.68

2015 MATHEMATICS Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	140.0	15.06	151.5	13.95	159.1	13.69
1	162.4	12.87	173.8	12.96	180.8	13.63
2	176.9	13.22	186.4	13.11	192.1	13.54
3	190.4	13.10	198.2	13.29	203.4	13.81
4	201.9	13.76	208.7	14.27	213.5	14.97
5	211.4	14.68	217.2	15.33	221.4	16.18
6	217.6	15.53	222.1	16.00	225.3	16.71
7	222.6	16.59	226.1	17.07	228.6	17.72
8	226.3	17.85	229.1	18.31	230.9	19.11
9	230.3	18.13	232.2	18.62	233.4	19.52
10	230.1	19.60	231.5	20.01	232.4	20.96
11	233.3	19.95	234.4	20.18	235.0	21.30

2015 LANGUAGE USAGE Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
2	174.5	16.58	184.9	15.34	189.7	15.47
3	189.4	15.20	196.8	14.24	200.0	14.11
4	198.8	14.66	204.4	13.83	206.7	13.64
5	205.6	13.87	209.7	13.23	211.5	13.19
6	210.7	13.79	213.9	13.30	215.3	13.38
7	214.0	13.82	216.5	13.52	217.6	13.70
8	216.2	14.17	218.1	13.92	219.0	14.26
9	218.4	14.15	219.7	13.98	220.4	14.50
10	218.9	15.04	219.7	14.99	220.1	15.74
11	221.5	14.96	222.1	14.85	222.1	15.80

2015 GENERAL SCIENCE Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
3	187.5	11.74	192.6	10.92	195.4	11.01
4	194.6	11.16	198.7	10.75	201.0	10.92
5	200.2	11.06	203.7	10.80	205.7	11.07
6	204.3	11.54	207.1	11.40	208.6	11.73
7	207.2	11.92	209.5	11.87	210.9	12.23
8	210.3	12.28	212.3	12.19	213.5	12.63
9*	212.4	12.83	213.9	12.78	214.8	13.32
10*	213.4	13.76	214.5	13.72	215	14.29

*Only status norms are provided for grades 9 and 10 general science. These status norms describe the distributions of achievement in general science academic skills and content knowledge for the relevant student populations for these grades and are useful for screening and placement purposes. Test results should not be used to evaluate performance where science content is more specialized, such as in topically differentiated high school science courses (e.g., biology, chemistry, physics).

Explore the full NWEA Normative Data document.

nwea.us/NormativeDataInfo



© 2018 NWEA. All rights reserved. No part of this publication may be modified or further distributed without permission from NWEA.

NWEA, MAP, and Measuring What Matters are registered trademarks, and MAP Skills and MAP Growth are trademarks, of NWEA in the US and in other countries.

The names of other companies and their products mentioned are the trademarks of their respective owners.

Illustrations on pages 5, 10, and 16 © Adam Simpson and Heart 2017.

June 2018 | GRAR_PL20680