Measures of Academic Progress® (MAP®)

MAP® for Primary Grades
Supplementary Component

Measures of Academic Progress, MAP, and DesCartes: A Continuum of Learning are registered trademarks of NWEA in the U.S. or other countries. Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad. The names of other companies and their products mentioned are the trademarks of their respective owners.
Setting the Stage

- Welcome/introductions
- Structure of the training
- Materials review

M Materials
A Activity
Consider how you will implement what you’ve learned in the:

- Next month
- Next semester
- Next year
**Sustaining the Momentum Planning Document**

<table>
<thead>
<tr>
<th>What Needs to be Done</th>
<th>Person(s) Responsible</th>
<th>Resources Needed</th>
<th>Possible Roadblocks/ Strategies to Overcome</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule meeting with my principal to discuss this info and plan</td>
<td>Me, Paula Principal</td>
<td>•Workbook from this workshop</td>
<td>Finding available time/ Schedule over lunch</td>
<td>xx/xx/xxxxxx</td>
</tr>
<tr>
<td>Schedule meeting to plan for sharing/ teaching other teachers key concepts:</td>
<td>Other teacher leaders, grade/ department heads and me</td>
<td>•Workbook from this workshop, •RIT Charts</td>
<td>Hectic schedules/ be persistent and prioritize– this is important!</td>
<td>xx/xx/xxxxxx</td>
</tr>
<tr>
<td>•How MAP for Primary Grades works</td>
<td></td>
<td>•Workbook from this workshop, •Sustaining the Momentum document</td>
<td></td>
<td></td>
</tr>
<tr>
<td>•Choosing the Correct Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>•Complete the Placement Process Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 1

- Understanding Components and Key Features of MAP® for Primary Grades
Intended Accomplishments

- Understand the unique features of the MAP® for Primary Grades assessment system
  - Ability to assess attainment of skills or instructional level
  - Similarities and differences in tests
  - Tiered assessment system
    - Screening Tests
    - Skills Checklist Tests
    - Survey w/ Goals Tests
- Develop a plan for selecting the right tests for students
Assessing Primary Grades Students

- Indicates attainment of foundational skills in reading and mathematics
- Informs instructional decision making
- Aligns with the needs of the primary student and teacher
- Provides first point in long-term measure of student academic growth
MAP® for Primary Grades vs. Standard MAP® Tests (for grades 2 and up)

**Same**
- RIT scale
- Adaptive tests
- Growth measure
- Reports

**Different**
- Administration
- Tiered assessment system
- Data
- Reports and resources
- DesCartes: A Continuum of Learning®/Primary Grades Instructional Data
- Enhanced items with audio
Rasch unIT (RIT) Scale

- Achievement scale
- Equal-interval scale
- Used to show growth over time
- Independent of grade level

### Grade-Level Norms

<table>
<thead>
<tr>
<th>Grade-Level</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIT Skills Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Primary Grades Instructional Data or DesCartes

#### Skills and Concepts to Introduce
- Whole Numbers - Represent, Identify, and Count
  - Counts numbers 0-1,000
  - Identifies missing numbers in a series through 100
  - Counts by 2s to 100
  - Counts and writes by 5s
  - Counts backwards or counts on from a given number
  - Counts ordinal numbers (first to tenth)

#### Skills and Concepts to Develop
- Whole Numbers - Represent, Identify, and Count
  - Counts numbers 0-20
  - Counts numbers 0-100
  - Identifies missing numbers in a series through 100
  - Counts ordinal numbers (1st to 10th)

#### Skills and Concepts to Enhance
- Whole Numbers - Represent, Identify, and Count
  - Counts numbers 0-10
RIT Scale

Survey w/ Goals adaptive tests:

- Extend the RIT scale to valid scores as low as 110
- Reach ranges as high as approximately 230 - 240 on the RIT scale
- Transition students to standard MAP testing when:
  - Students have been exposed to the content in standard MAP tests AND
  - They no longer need the support of audio enhanced items OR
  - When the teacher’s professional judgment determines that students can be successful
Addressing Classroom Diversity: Survey w/ Goals Tests

- Adaptive
- Challenging, appropriate, and dynamically developed for every student
- Untimed
- Purpose is internal accountability
- Measures growth in student achievement
- Immediate results
- Can test up to three times per year
Instructional Level

- Screening Tests and Skills Checklist Tests assess *attainment* of foundational skills
- MAP® for Primary Grades Survey w/ Goals Tests provide the *instructional level* of the student
Measuring Academic Growth

- Survey w/ Goals Tests (adaptive tests)
  - Take into account students’ starting points
  - Assess progress as well as proficiency
- **Screening Tests (diagnostic tests)**
  - Assess foundational letter/number skills

- **Skills Checklist Tests (diagnostic tests)**
  - Assess developing literacy/numeracy skills

- **Survey w/ Goals Tests (adaptive tests)**
  - Measures growth in reading and mathematics skills
Early Literacy Screening and Early Numeracy Screening Tests

- **Test types**
  - Reading: Letter Recognition, Sounds, Concepts of Print
  - Mathematics: Concepts of Number

- **Diagnostic tests**
  - Assesses foundational skills of letters and numbers
  - Guides instruction

- **Audience:** Pre-kindergarten, kindergarten

- **Test intervals:** repeat as often as needed
Ten Reading tests (diagnostic tests)
- Assesses building blocks to basic literacy
- Measures discrete essential skills
- Guides instruction
- Takes the place of typical one-on-one testing

**Audience:** kindergarten, first grade

**Testing interval:** repeat as often as needed

**Multiple reading goals measured**

Training Booklet pp. 3-7
Mathematics Skills Checklist Tests

- 28 Mathematics tests (diagnostic tests)
  - Assesses basic concepts in mathematics
    - Computation – 15 tests
    - Number sense – 13 tests
  - Measures discrete essential skills
  - Guides instruction
  - Takes the place of typical one-on-one testing

- Audience: kindergarten, first grade, and second grade
- Testing Interval: repeat as often as needed
Survey w/ Goals Tests

- **Audience**
  - K-1 students successful with other tests in the system
  - Grade 2 students; intervention screening in grades 3 and 4

- **Scores**
  - RIT score for each test

- **Intervals for testing**
  - Three times per year
  - During district testing windows

- **Primary Grades Instructional Data**
  - Data statements organized by RIT level
  - Enables differentiated instruction based on each student’s unique needs

Training Booklet p. 8
Reading Survey w/ Goals Tests

- One Reading Survey w/ Goals Test measures:
  - Phonological Awareness
  - Phonics
  - Concepts of Print

- The other Survey w/ Goals Test measures:
  - Vocabulary and Word Structure
  - Comprehension
  - Writing
One Mathematics Survey w/ Goals Test measures:
- Problem Solving
- Number Sense
- Computation

The other Survey w/ Goals Test measures:
- Measurement and Geometry
- Statistics and Probability
- Algebra
Examples of Mathematics Concepts

- Primary grades algebra
  - Copies a repeating pattern using different geometric shapes
  - Extends a repeating pattern – pictures of real-world objects

- Primary grades probability/statistics
  - Reads a pictograph – using scale of 1 symbol = 1 object
  - Reads a tally chart

- Primary grades geometry/measurement
  - Identifies or names a square
  - Identifies the lightest object
  - Identifies real-world situations that are cold
Placement Decisions

- Considerations
  - Student readiness
  - District data needs
  - Instructional uses
Student Readiness

- Previous teacher’s recommendations
- Prior assessment results
- Information shared by parents
- Teacher observation of students
District Data Needs

- Documentation of skill attainment: administer Screening and/or Skills Checklist Tests
- Growth data: Administer Survey w/ Goals Tests
- Lexile® Range: Administer Survey w/ Goals Test named “PRI-READ-Survey w/Goals (Vocab,Comprehension,Writing)”
Instructional Uses

- Identify foundational skills for focus: Administer Screening and/or Skills Checklist Tests
- Group students for instruction: Administer any tests in the system
- Assess needs for intervention: Administer any tests in the system
- Evaluate student academic growth: Administer Survey w/ Goals Tests
Placement Decisions

- Who will we test?
- What tiers of the system best fit our needs?
- What additional input do we need to make final decisions?
- How will we communicate placement decisions?
Sustaining the Momentum

- Consider how you will implement what you’ve learned:
  - Ability to assess attainment of skills or instructional level
  - Similarities and differences in tests
  - Tiered assessment system
    - Screening Tests
    - Skills Checklist Tests
    - Survey w/ Goals Tests
- Develop a plan for selecting the right tests for students
Section 2

- Administering the Test Successfully
Intended Accomplishments

- Understand how to successfully administer MAP® for Primary Grades tests
  - Roles and responsibilities
  - Support documents and information
  - What to do BEFORE and DURING test administration
Roles in Test Administration

- MAP Coordinator
  - Key point of communication with NWEA
- Technical Coordinator
  - Coordinates implementation
  - Technology readiness and setup
  - Set up computers in labs and/or classrooms
- Proctors/Teachers
  - Prepare computers for testing groups
  - Select tests needed for each student
  - Monitor ongoing testing event
  - Print End-of-Test Score Screen Reports
Before Testing: Class Roster File (CRF)

- Preparing the CRF
  - View the *Enrolling for a Test Term* recorded online training
  - 14 days processing time needed
  - Include primary grades with others
    - Kindergarten = 13; Pre-kindergarten = 14
Before Testing: Downloads

- NWEA™ Secure Downloads page:
  - Latest version of TestTaker
  - Audio files
  - Collector Application

- Test Administration Application (TAA) after CRF is enrolled:
  - Test packages
  - Student data
  - Agency data
Before Testing: Schedules

- May schedule multiple skills tests within the same testing window
- 30 minute blocks recommended
Before Testing: Preparing Computers

- Review Test Warm-up presentation
- Prepare student headphones
- Check volume on computers
- Check the mouse at each computer
- If using classroom computers, refer to Classroom Testing Requirements document
Before Testing: Test Warm-up Presentation

- Computer activity for students to practice
  - Interacting with item types
  - Using audio options
  - Selecting answer choices

- Schedule times for all students
  - Allow approximately 30 minutes for each group
Before Testing: Test Selection

- Identify and communicate which tests are to be given based on placement decisions
  - Create student/test placement list
  - Distribute to Proctors
- Print the Test Name List and post in testing area
During Testing

Proctors and Teachers

- Careful selection of tests
- Tests may be terminated and resumed
  - To access the Proctor screen, use <Ctrl+Shift+P> (Windows® or Intel® Mac® operating systems) or <Apple+Shift+P> (Mac OS®)
- Familiarization items appear prior to scored items
- May print End-of-Test Score Screen Report after each test if desired
  - To activate the <Continue> button and proceed to End-of-Test Score Screen Report, use <Ctrl+Shift+K> (Windows® or Intel® Mac® operating systems) or <Apple+Shift+K> (Mac OS®)
Sustaining the Momentum

- Consider how you will implement what you’ve learned:
  - Roles and responsibilities
  - Support documents and information
  - What to do BEFORE and DURING test administration
Topics for Today

Section 3

- Accessing Reports and Using the Data
Intended Accomplishments

- Understand how to access reports
- Discover how to interpret and apply the data to inform instruction
- Explore additional resources that support your use of MAP® for Primary Grades assessments
Making Decisions Using Data

Triangulation

State/Annual

Local - Classroom

Periodic (MAP)
Availability of Screening and Skills Checklist Test Data

- End-of-Test Score Screen Reports available immediately
- 24 – 48 hours after tests are uploaded
  - User Names and Passwords distributed to teachers by MAP Coordinator or School Administrator
  - Go to www.nwea.org and click on <Reports Login>
Screening Test Reports: End-of-Test Score Screen

James Pitetti

Phonological Awareness
- Matching Sounds 60% (3/5)
- Rhyming Sounds 40% (2/5)
- Manipulating Sounds Not tested

Visual Discrimination/Phonics
- Visual Discrimination 100% (5/5)
- Letter Identification 60% (3/5)
- Matching Letters to Sounds Not tested

Concepts of Print
- Concepts of Print--Pre-K 100% (5/5)
- Concepts of Print--Beginning K 60% (3/5)
- Concepts of Print--K-1 Not tested

Test Summary
- 70% (21/30)

Proctor: To activate 'Continue' button press Ctrl-Shift-K
### Gregory Simmons - PRI-READ-Skills (Phonological Awareness) - 08/10/2009

#### Rhyming

<table>
<thead>
<tr>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhyming</td>
<td>40% (4/10)</td>
</tr>
</tbody>
</table>

#### Identifying Number of Syllables

<table>
<thead>
<tr>
<th>Type of Words</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>One syllable words</td>
<td>40% (2/5)</td>
</tr>
<tr>
<td>Two syllable words</td>
<td>80% (4/5)</td>
</tr>
<tr>
<td>Three syllable words</td>
<td>0% (0/5)</td>
</tr>
</tbody>
</table>

**Summary:** Identifying Number of Syllables 40% (6/15)

#### Blending

<table>
<thead>
<tr>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blending</td>
<td>20% (2/10)</td>
</tr>
</tbody>
</table>

**Test Summary**

34% (12/35)

**Proctor:** To activate 'Continue' button press Ctrl-Shift-K
Accessing Screening and Skills Checklist Reports

Link to access various Screening and Skills Checklist Reports
Screening and Skills Checklist

Reports: Teacher Report

Select MAP for Primary Grades Report Parameters

- Report: Teacher Report
- School: Three Sisters Elementary School
- Teacher: Servant, Cheryl L.
- Class: TF060061 Servant Homeroom 1(A)
- Test Name: READING-Skills Checklist-Phonics-Simple Vowel Patterns
- Student: *** Unavailable ***

MAP for Primary Grades Teacher Report

District/School: NWEA Sample District 2 / Three Sisters Elementary School
Teacher: Servant, Cheryl L.
Class: TF060061 Servant Homeroom 1(A)
Test: Primary Gr-READING-Skills Checklist-Phonics-Simple Vowel Patterns
Overall Score:

Skill/Sub-skill
- Vowel Pattern - CVC
- Vowel Pattern - CVC-e
- Vowel Pattern - CVVC
Groups students with similar learning needs in reading and mathematics sub-skills
Availability of Survey w/ Goals Test Data

- Immediate
  - End-of-Test Score Screen Report provides preliminary data

- 24 – 48 hours after uploading test data
  - User Names and Passwords distributed to teachers by MAP Coordinator or School Administrator
  - Go to [www.nwea.org](http://www.nwea.org) and click on <Reports Login>
  - Online reports for Survey w/ Goals Tests only

- 72 hours after district summary reports have been ordered
  - Some Survey w/ Goals reports will be available

- MAP for Primary Grades data also displays in the Dynamic Reporting Suite platform
Paula Anderson
Your Reading score is 201
Your Lexile® Range is 524-674

(Vocabulary and Word Structure 190-207)
(Comprehension 183-200)
(Writing 204-219)
Accessing Survey w/ Goals Reports

Links to access various Survey w/ Goals Reports

Download the NWEA MAP Growth scale norms study from the benefits of this latest research. Use of a growth scale set that mirrors the IQ and socioeconomic status distributions of the U.S. student population, including grade K & 1 norms. NWEA offers a model for growth norms that provides more accurate long-term growth projections.

If you are interested in comparing the differences in the percentile ranks between the 2005 and 2006 studies, this file is available here.

Growth Projection Calculator

Many educators find that setting growth goals with students is a beneficial way to involve students with assessment data and their own learning. This calculator allows you to enter a student’s RIT Score in each subject area along with a number of instructional weeks in order to determine what a reasonable amount of growth would be for that student over the time period. Download the file from here (40 MB).

Dynamic Reporting Suite

The dynamic reporting suite is a new reporting platform that simplifies data analysis and offers classroom tools to apply test scores directly to instruction.

Without digging through pages of data or piles of numbers, at-a-glance analytical tools present information regarding the status of students (individually, by class, by grade, or by a school) relative to growth, proficiency, and norms. These data are easily accessed and analyzed, empowering educators to take meaningful action.

Access dynamic reports now.

MAP for Primary Grades

After testing, access your MAP for Primary Grades reports by clicking on the MAP for Primary Grades link in the left navigation bar.
Survey w/ Goals Reports: Teacher Report

Teacher Report - Mathematics Fall 2007

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Name</th>
<th>Grd</th>
<th>Test Type</th>
<th>Test Date</th>
<th>RIT</th>
<th>Std Err</th>
<th>RIT Range</th>
<th>%ile</th>
<th>%ile Range</th>
<th>Goal Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>SF07001801</td>
<td>Fladelan, Shaysdawn N.</td>
<td>13</td>
<td>S/G</td>
<td>Sep 19</td>
<td>126</td>
<td>3.6</td>
<td>122-130</td>
<td>1</td>
<td>1-1</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>SF07001930</td>
<td>Reichard, Gary R.</td>
<td>13</td>
<td>S/G</td>
<td>Sep 19</td>
<td>131</td>
<td>3.5</td>
<td>128-135</td>
<td>1</td>
<td>1-1</td>
<td>Number Sense</td>
</tr>
<tr>
<td>SF07001823</td>
<td>Wascher, Key R.</td>
<td>13</td>
<td>S/G</td>
<td>Sep 19</td>
<td>137</td>
<td>3.4</td>
<td>134-140</td>
<td>1.14</td>
<td>1-14</td>
<td>Computation</td>
</tr>
<tr>
<td>SF07001928</td>
<td>Trobaugh, Aris S.</td>
<td>13</td>
<td>S/G</td>
<td>Sep 19</td>
<td>138</td>
<td>3.3</td>
<td>135-141</td>
<td>6</td>
<td>1-19</td>
<td>Measurement &amp; Geometry</td>
</tr>
<tr>
<td>SF07001936</td>
<td>Kaup, Abraham M.</td>
<td>13</td>
<td>S/G</td>
<td>Sep 19</td>
<td>139</td>
<td>3.3</td>
<td>136-142</td>
<td>10</td>
<td>1-26</td>
<td>Statistics &amp; Probability</td>
</tr>
<tr>
<td>SF07001714</td>
<td>Kiess, Vanness S.</td>
<td>13</td>
<td>S/G</td>
<td>Sep 19</td>
<td>142</td>
<td>3.2</td>
<td>139-145</td>
<td>23</td>
<td>10-38</td>
<td>Algebra</td>
</tr>
<tr>
<td>SF07001775</td>
<td>Belmont, Shin N.</td>
<td>13</td>
<td>S/G</td>
<td>Sep 19</td>
<td>144</td>
<td>3.2</td>
<td>141-147</td>
<td>33</td>
<td>19-47</td>
<td></td>
</tr>
<tr>
<td>SF07001844</td>
<td>Berges, Everett T.</td>
<td>13</td>
<td>S/G</td>
<td>Sep 19</td>
<td>146</td>
<td>3.1</td>
<td>139-145</td>
<td>43</td>
<td>23-56</td>
<td></td>
</tr>
<tr>
<td>SF07001826</td>
<td>Enciso-Ulloa, Shaneiqua A.</td>
<td>13</td>
<td>S/G</td>
<td>Sep 19</td>
<td>148</td>
<td>3.1</td>
<td>145-151</td>
<td>52</td>
<td>38-64</td>
<td></td>
</tr>
<tr>
<td>SF07001822</td>
<td>Neltzka, Delvyn N.</td>
<td>13</td>
<td>S/G</td>
<td>Sep 19</td>
<td>148</td>
<td>3.2</td>
<td>145-151</td>
<td>52</td>
<td>38-64</td>
<td></td>
</tr>
<tr>
<td>SF07001840</td>
<td>Boney, Keratherine A.</td>
<td>13</td>
<td>S/G</td>
<td>Sep 19</td>
<td>150</td>
<td>3.2</td>
<td>147-153</td>
<td>60</td>
<td>43-70</td>
<td></td>
</tr>
<tr>
<td>SF07001841</td>
<td>McDougall, Nina A.</td>
<td>13</td>
<td>S/G</td>
<td>Sep 19</td>
<td>153</td>
<td>3.1</td>
<td>150-156</td>
<td>70</td>
<td>60-78</td>
<td></td>
</tr>
<tr>
<td>SF07001772</td>
<td>Exline, Leniz R.</td>
<td>13</td>
<td>S/G</td>
<td>Sep 19</td>
<td>161</td>
<td>3.2</td>
<td>158-164</td>
<td>89</td>
<td>83-94</td>
<td></td>
</tr>
<tr>
<td>SF07001849</td>
<td>Tausend, Yentei L.</td>
<td>13</td>
<td>S/G</td>
<td>Sep 19</td>
<td>166</td>
<td>3.1</td>
<td>163-169</td>
<td>95</td>
<td>92-98</td>
<td></td>
</tr>
</tbody>
</table>

Totals For: Primary Grades Math (Combined Tests-all Goals)

| Students: | 14 |
| Mean RIT:  | 144.9 |
| Std Dev:  | 10.8 |
| Median RIT: | 145 |

<table>
<thead>
<tr>
<th>Goal Performance</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving</td>
<td>149.8</td>
<td>149.8</td>
<td>147.5</td>
</tr>
<tr>
<td>Number Sense</td>
<td>142.9</td>
<td>142.9</td>
<td>145.6</td>
</tr>
<tr>
<td>Computation</td>
<td>138.7</td>
<td>138.7</td>
<td>145.8</td>
</tr>
<tr>
<td>Measurement &amp; Geometry</td>
<td>145.6</td>
<td>145.6</td>
<td>147.5</td>
</tr>
<tr>
<td>Statistics &amp; Probability</td>
<td>145.8</td>
<td>145.8</td>
<td>147.5</td>
</tr>
<tr>
<td>Algebra</td>
<td>147.5</td>
<td>147.5</td>
<td>147.5</td>
</tr>
</tbody>
</table>
### Survey w/ Goals Reports: Student Report – Class Rosters

#### NWEA Sample District 2
**Student Progress Report for Glass, Canin N.**
**St. Helens Elementary School**
**Growth is measured from Fall to Spring**
**Student ID: SF0800508**

#### Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Student</th>
<th>Teacher</th>
<th>Classroom</th>
<th>RT Score</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>1</td>
<td>131-144</td>
<td>135-146</td>
<td>12-18</td>
<td>130-145</td>
</tr>
<tr>
<td>4th</td>
<td>2</td>
<td>135-146</td>
<td>140-151</td>
<td>17-19</td>
<td>140-150</td>
</tr>
</tbody>
</table>

#### Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Student</th>
<th>Teacher</th>
<th>Classroom</th>
<th>RT Score</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>1</td>
<td>140-151</td>
<td>145-156</td>
<td>10-12</td>
<td>140-150</td>
</tr>
<tr>
<td>4th</td>
<td>2</td>
<td>145-156</td>
<td>151-162</td>
<td>12-14</td>
<td>150-160</td>
</tr>
</tbody>
</table>

---

**Mathematics Goals Performance - Winter 2008**

- Problem Solving
- Computation & Estimation
- Number & Operations
- Measurement
- Number Sense & Operations
- Algebra

**Mathematics: Goals Range:**

- Student
- Classroom
- Classroom Average

**Explanatory Notes:**

- Second/Year
- Student Progress Report for Glass, Canin N.
- NWEA Sample District 2

---

**Reading Goals Performance - Winter 2008**

- Phonological Awareness
- Vocabulary
- Comprehension & Word Structure
- Comprehension & Vocabulary
- Comprehension & Growth
- Grammar & Language
- Spelling & Vocabulary
- Language

**Reading: Goals Range:**

- Student
- Classroom
- Classroom Average

**Explanatory Notes:**

- Second/Year
- Student Progress Report for Glass, Canin N.
- NWEA Sample District 2
Accessing Primary Grades Instructional Data

Link to access Primary Grades Instructional Data
Primary Grades Instructional Data

- Instructional Data statements are:
  - Aligned to the RIT scale
  - Useful indicators of instructional readiness
  - Helpful for creating instructional groupings
Configuring the Report Design

Select Primary Grades Instructional Data Report Parameters

Report Design: 3 Column 1 Column

Subject: *** Loading, pleas Goal: (Select Goal)

10 RIT 5 RIT

RIT Range: 90 110 120 130 140 150 160 170 180 190 200 210 220 230

Sub-goal: (optional: select Goal 1 to populate) Topic: (optional: select sub-goal to populate)

Sort report in descending RIT values? Group report statements by topic?

Select a 3 column or 1 column format for the report display.
### Instructional Resources: Class by RIT

The Class Breakdown by Overall RIT Score for NWEA Sample District 2
Three Sisters Elementary School - Fall 2007
Servant, Cheryl L. and TF060061 Servant Homeroom 1A

The Class Breakdown by Overall RIT Report provides a visual representation of the academic diversity in performance of a class in Reading, Language Usage, Mathematics, and Science.

- Click on the Subject to drill into the Class Breakdown by Goal report.

The score in parentheses by the student's name (i.e. Name {219}) represents their overall RIT score for this subject.

Create PDF for printing on Legal size (8½ x 14) paper.

To create a PDF report of the chart below, click here.

#### Class Breakdown by Overall RIT Score for NWEA Sample District 2

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>141-150</th>
<th>151-160</th>
<th>161-170</th>
<th>171-180</th>
<th>181+</th>
</tr>
</thead>
<tbody>
<tr>
<td>R. C. Caraabi (152)</td>
<td>N. Reilly (141)</td>
<td>Z. E. Wallenfang (160)</td>
<td>C. E. Wissakos-Green (162)</td>
<td>M. N. Terlap (163)</td>
<td>T. S. Bitterman (172)</td>
</tr>
<tr>
<td>K. H. Sabbagh (156)</td>
<td>S. A. Edgmon (160)</td>
<td>I. M. Lewis (160)</td>
<td>J. E. Kratzer (167)</td>
<td>S. R. Rosipko (167)</td>
<td>C. N. Foerg (176)</td>
</tr>
<tr>
<td>D. A. Frankki (158)</td>
<td>T. A. Kephart (159)</td>
<td>Z. E. Wallenfang (160)</td>
<td>F. A. Requejo (168)</td>
<td>C. Hage (169)</td>
<td>K. E. Luzardo (186)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading</th>
<th>141-150</th>
<th>151-160</th>
<th>161-170</th>
<th>171-180</th>
<th>181+</th>
</tr>
</thead>
<tbody>
<tr>
<td>R. C. Caraabi (151)</td>
<td>S. H. Geiser (140)</td>
<td>R. T. Pour (149)</td>
<td>Z. E. Wallenfang (160)</td>
<td>C. E. Wissakos-Green (164)</td>
<td>T. S. Bitterman (174)</td>
</tr>
<tr>
<td>C. N. Goe (152)</td>
<td>R. T. Pour (149)</td>
<td>Z. E. Wallenfang (160)</td>
<td>M. E. Hamond (163)</td>
<td>J. E. Kratzer (165)</td>
<td>K. E. Luzardo (176)</td>
</tr>
<tr>
<td>N. Reilly (152)</td>
<td>S. H. Geiser (140)</td>
<td>R. T. Pour (149)</td>
<td>T. A. Kephart (159)</td>
<td>S. R. Rosipko (167)</td>
<td>S. R. Rosipko (183)</td>
</tr>
<tr>
<td>K. H. Sabbagh (153)</td>
<td>S. A. Edgmon (160)</td>
<td>D. A. Frankki (158)</td>
<td>F. A. Requejo (166)</td>
<td>C. Hage (170)</td>
<td>C. N. Foerg (180)</td>
</tr>
<tr>
<td>J. N. Feleppelle (137)</td>
<td>M. N. Terlap (158)</td>
<td>I. M. Lewis (159)</td>
<td>T. A. Kephart (168)</td>
<td>C. Hage (170)</td>
<td>S. R. Rosipko (183)</td>
</tr>
</tbody>
</table>
Primary Grades Instructional Data (10 point option)

**Subject:** Reading  
**Goal:** Phonics

Database last updated with additional data statements on 2/15/2008

<table>
<thead>
<tr>
<th>151 - 160</th>
<th>161 - 170</th>
<th>171 - 180</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Concepts to Enhance (73% probability*)</td>
<td>Skills and Concepts to Develop (50% probability*)</td>
<td>Skills and Concepts to Introduce (27% probability*)</td>
</tr>
</tbody>
</table>

### Consonants

- 152. Matches the beginning sound of a picture word to a given word (pl: picture word read aloud; all words read aloud and shown)
- 153. Selects which word has the most syllables (words read aloud and shown)
- 154. Selects the number of syllables in a given word (two syllables: color word; all words read aloud and shown)
- 155. Matches the middle sound of a picture word to a given letter (k: picture word read aloud)
- 156. Matches a letter to an beginning sound (d: all picture words read aloud)
- 157. Matches letters to beginning sounds (qu: word read aloud)
- 158. Matches letters to ending sounds (ending sounds -t, -s, -l; all picture words read aloud)
- 159. Matches a digraph to the middle sound of a word (sh: word read aloud)
- 160. Matches letters to beginning sounds (cl: picture words read aloud)
- 161. Matches the beginning sound of a picture word to a given word (ch: picture word read aloud; all words read aloud and shown)
- 162. Selects the word that has one syllable (all pictures and words read aloud and shown)
- 163. Matches a picture word and words with the same ending sound (sh: picture word read aloud; all text read aloud and shown)
- 164. Matches sounds to given letters (mp: picture word read aloud)
- 165. Matches ending sounds to given letters (mp: picture word read aloud)
- 166. Matches the middle sound of a word to a given letter (tr: word read aloud)
- 167. Finds the word from three given sounds (blending; all words read aloud)
- 168. Deletes the beginning blend to make a new word (in: answer options shown)
- 169. Selects the number of syllables in a given picture word (two syllables: all words read aloud and shown)
- 170. Selects the word that has three syllable (words read aloud and shown)
Survey w/ Goals:
Additional Reports

- Crystal Reports (via MAP Coordinator or School Administrators)
  - Class Report By Student Name
  - Class Report By Test RIT
  - Grade Report By RIT Score
  - Grade Report By Student Name
  - Individual Student Progress Report
  - School and District Summary Report
Uses for Your Data

- Prioritize and sequence teaching concepts based on strengths/weaknesses
- Group students
- Focus on specific needs for tutoring and intervention
- Document and monitor progress and growth
- Communicate with parents
MAP® for Primary Grades
Recorded Online Trainings

- MAP® for Primary Grades – Interpreting Reports
  - Detailed information for reports
  - Use for reference tool
  - Ongoing additions as new reports become available

- MAP® for Primary Grades – Administration
  - Use as a supplemental training for others
Consider how you will implement what you’ve learned:

- Understand how to access reports
- Discover how to interpret and apply the data to inform instruction
- Explore additional resources that support your use of MAP® for Primary Grades assessments
For more information...

Visit www.nwea.org or contact your MAP Coordinator or NWEA Support Representative.