Measures of Academic Progress® | MAP®

Applying Reports Workbook

NWEA™

Northwest Evaluation Association

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APPLYING REPORTS

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Resources

Applying Reports Resources

Resources for this workshop are available in Knowledge Academy, including direct links to important resources, copies of worksheets from this workbook, eLearning modules, and much more. Use the login information sent to you by your District Knowledge Academy Administrator. If you have not received login information, please check with your district MAP Coordinator or Assessment Coordinator.

Client-Server
http://bit.ly/Pew3Ly

Web-Based
http://bit.ly/1hUrMnh

Knowledge Academy
https://knowledgeacademy.nwea.org

RIT Chart
http://nwea.us/QzXjVK

Accessing Goal Structures

Client-Server
http://bit.ly/1goAP9g

Web-Based
http://bit.ly/1l14H5K

Reports Portfolio

Client-Server
http://bit.ly/MLHBE9

Web-Based
http://bit.ly/1hK2Ku3

Survey

Following the session, please complete our brief survey to help us learn from you.

http://nwea.us/1euhQ1Y

SECTION 1

Setting the Stage

Applying Reports: Self Assessment

Data to Instruction

	I am aware how to…	I understand how to…	I can apply how to…	I can teach others how to…
Access, interpret, and begin to apply status data from *Teacher/Class Report* and *Class Breakdown Reports*				
Identify goal area strengths and needs to flexibly group students				
Connect groups of students to skills with *The Learning Continuum**				

Student Growth Goals

	I am aware how to…	I understand how to…	I can apply how to…	I can teach others how to…
Access, interpret, and begin to apply growth data from *Achievement Status & Growth Reports*				
Use growth projection data and *The Learning Continuum** to develop academic learning goals				

Sharing Data

	I am aware how to…	I understand how to…	I can apply how to…	I can teach others how to…
Engage students in setting academic learning goals				
Access, interpret, and begin to apply progress data from *Student Progress Report*				
Share ownership of the data with students and parents				

*DesCartes/Primary Grades for Instructional Data (PGID) for Client-Server

Applying Reports: Self Assessment – Continued

abc 123 Essential Reports for Primary Teachers

	I am aware how to...	I understand how to...	I can apply how to...	I can teach others how to...
Connect purposes of early childhood assessment to MAP for Primary Grades (MPG)				
Access, interpret, and begin to apply status and growth data from MPG *Survey with Goals*				
Access, interpret, and begin to apply diagnostic data from MPG *Screening* and *Skills Checklists*				
Synthesize components of MPG data to influence instructional planning				

Essential Reports for Administrators

	I am aware how to...	I understand how to...	I can apply how to...	I can teach others how to...
Apply basic components of a high-performing culture of data use				
Access, interpret, and begin to apply status and growth MAP data				
Conduct strength-based conversations to support the interpretation and application of data				
Use MAP data to inform school improvement planning and allocation of resources				

NWEA Sample Logins

For Client-Server MAP® Users

NWEA Report Site: http://bit.ly/1ii304e

Standard MAP Teacher

Login: _____

Password: _____

Term: Previous fall term

Primary Teacher

Login: _____

Password: _____

Term: Previous fall term

School Administrator

Login: _____

Password: _____

Term: Previous fall term

For Web-Based MAP® Users

MARC: https://teach.mapnwea.org

Standard MAP Teacher

Login: _____

Password: _____

Term: Previous fall term

Primary Teacher

Login: _____

Password: _____

Term: Previous fall term
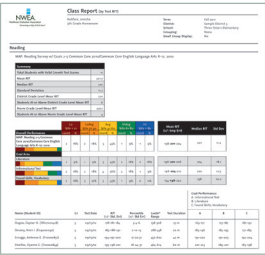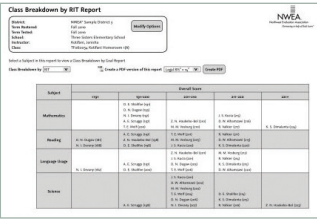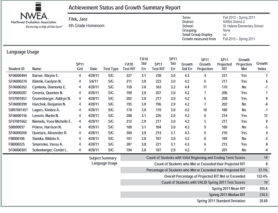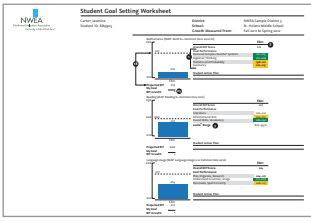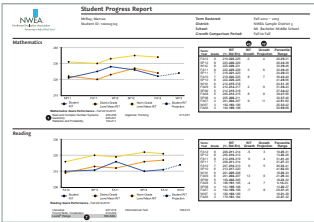
School Administrator

Login: _____

Password: _____

Term: Previous fall term

Essential Reports Chart

Reports	Where to Access	Key Ideas and Possible Uses
Teacher/Class Report		
Class Breakdown Reports		
Achievement Status and Growth Reports		
Student Goal Setting Worksheet		
Student Progress Report		

Some Client-Server reports will look different.
*For future use, a copy of this worksheet is available in the **Applying Reports** Resources in Knowledge Academy.*

Key Resources Chart

Resources	Where to Access	Key Ideas and Possible Uses

*For future use, a copy of this worksheet is available in the **Applying Reports** Resources in Knowledge Academy.*

SECTION 2

Data to Instruction

Exploring Your Teacher/Class Report

For this activity, use the annotated *Teacher/Class Report* in the Reports Portfolio, your own *Teacher/Class Report*, the *Normative Data* document, and your *State Proficiency Tables* (if available).

Data Exploration and Predictions

1. Explore the annotated *Teacher/Class Report*. What questions and new learning do you have about this report?

2. Discuss your questions and confirm your understanding with a partner.

3. Predict what you think you will see in your own data. What do you hope to see?

4. Explore your own report. Observe your data and check your predictions. What patterns do you see?

Interpreting Your Teacher/Class Report

Compare your class mean and median to the *Normative Data* document.

	RIT Score
My Class Mean	
My Class Median	
Normative Data Mean	

1. Is the mean or median for your class above or below the typical norm score for the grade level?

2. How might this impact instruction in your classroom?

3. Consider how well your grade-level textbook and materials match your students' instructional readiness.

4. Have any of your students scored below the 10th percentile? What instructional strategies will be most effective with these students?

5. Have any of your students scored at the 95th percentile or above? What instructional strategies will you use with these students?

6. The standard deviation indicates the range of instructional levels for a group of students. The higher the standard deviation, the more diverse the instructional levels are within your group; the lower the standard deviation, the more your students are instructionally alike.

   Which goal area has the highest standard deviation?

   How might this impact instruction in your classroom?

Notes:

Applying Your Teacher/Class Report

Goal Performance Areas

Look at the mean score for each goal performance area.

1. Which goal areas are a mean 3 or more RIT points higher than the class overall mean?

_____

2. Which goal areas are a mean 3 or more RIT points lower than the class overall mean?

_____

3. How might this information help long-range planning?

_____

Look at the *Teacher/Class Report* in the Goal Descriptors View.

Notice how students performed in specific goal areas.

4. Which students need significantly more assistance? On which specific goal areas?

_____

_____

_____

_____

Lexile® Measures

Look at the Lexile® Range on your Reading *Teacher/Class Report*.

Explore Lexile.com

1. How do these ranges equate to grade-level approximations?

_____

_____

_____

_____

2. How can you expose your students to their Lexile range while maintaining the grade-level concepts and standards?

_____

_____

_____

_____

For Standard MAP® Users

If available, review the *State Proficiency Tables* for your state. Note the cut scores for reading and/or mathematics for your grade level.

1. On average, at what percentile do students have to score on MAP to be proficient (to meet the standard) on the state assessment in math? In reading?

_____

_____

_____

2. Notice which students are above or below this score.

3. Select a student who is above or below. How will you work with this particular student to increase his/her score? Which goal area needs the most attention?

_____

_____

_____

_____

Applying Your Teacher/Class Report – Continued

abc 123 For MAP® for Primary Grades Users

The *Skills Checklist* and *Screening* assessments provide data on students' attainment of specific skill areas. Review the menu of assessments available in the MAP for Primary Grades section for your platform.

1. Based on the goal area that you identified earlier from your *Teacher/Class Report*, what *Skills Checklist* tests will you administer to which students?

_____

_____

_____

_____

If your students took a *Skills Checklist* assessment, focus on a skill area in your *Sub-Skill Performance Report*.

2. Which students scored below 40% attainment (red)? Which students scored at or above 80% attainment (green)?

_____

_____

3. How will you meet the different needs of these students?

_____

_____

_____

For School Administrators

Meet with teachers to discuss the results of their *Teacher/Class Report*. Do you notice a pattern across the grade level? Across the building?

_____

_____

_____

_____

_____

Triangulation of Data

How does the data in the *Teacher/Class Report* compare to what you see in the classroom and on local assessments?

_____

_____

_____

_____

_____

_____

Connecting Data to Instruction

Step ❶

Identify a content area and a topic/standard.

- Choose one you'll be teaching soon, or
- Choose one identified as an area of need on your *Teacher/Class Report*.

Step ❷

Identify the goal area and sub-goal area in *The Learning Continuum** that is related to the chosen standard or topic.

Step ❸

Use the *Class Breakdown by Goal Report* to identify the range of RIT scores for the class in the identified goal area.

Step ❹

Determine the middle range in this goal area based on one of the following:

- Use mean for grade level based on norms *(Normative Data)*.
- Use median score for your class *(Teacher/Class Report)*.
- Use cell where most of your students fall in this goal area.

Step ❺

Based on this middle range, identify the range of scores above and below.

Step ❻

Access *The Learning Continuum.** Choose 2-3 learning/data statements related to your chosen topic/ standard to record for each RIT range.

Step ❼

Identify student activities/instructional strategies to target these skills for each RIT Range. Determine appropriate assessments to measure success.

Enrichment Activity

1. Think about:

- *What might change in terms of activities and strategies across the RIT ranges?*
- *How will assessment be impacted?*
- *How will you know when students within a group are ready to move into the next RIT range or a new topic/standard?*
- *MPG users: Are there specific Skills Checklists that will support the tracking of progress for each group?*

2. Go to fortheteachers.org and review sample lesson plans.

- *What are the key similarities and differences among the higher-, mid-, and lower-level activities?*

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*DesCartes/Primary Grades for Instructional Data (PGID) for Client-Server

Data to Instruction Framework

Content Area: 1

Topic/Standard:

2 Goal and Sub-Goal Area:

3 Overall RIT Score Range:

RIT Range	Students	Skills from Selected Learning/Data Statements 6	Student Activities/Instructional Strategies: 7 Assessment:
Above Score Range RIT Range: _____	5		
Middle Score Range RIT Range: 4 _____			
Below Score Range RIT Range: _____			

*For future use, a copy of this worksheet is available in the Stepping Stones to **Applying Reports** Resources in Knowledge Academy.*

Notes:

SECTION 3

Student Growth Goals and Sharing Data

Achievement Status and Growth (ASG) Reports Activities

Achievement Status and Growth (ASG) Projection Report

Use the *ASG Projection Report* and the *Normative Data* document to answer the following questions:

	Name	Fall RIT Score	Growth Projection	Spring Goal
Student with the highest RIT score				
Student with the lowest RIT score				

Discuss with your Group

1. How do the scores for these students compare to the mean RIT score for their grade level?

_____

_____

2. What do you notice about the growth projections for the highest and lowest students?

_____

_____

_____

_____

_____

_____

Working with Students

1. How would you discuss growth projections with your students?

_____

_____

_____

_____

_____

_____

Achievement Status and Growth (ASG) Reports Activities – Continued

2. What conversations would you have with these two students related to goal setting? How might you involve the student in the goal-setting and monitoring process?

_____

_____

_____

_____

3. If there are differences in growth projections, what are some approaches you might take to address these differences in your classroom?

_____

_____

_____

_____

4. How will these differences impact your instruction?

_____

_____

_____

_____

5. What analogies might you use to explain academic growth to students and parents?

_____

_____

_____

_____

Achievement Status and Growth (ASG) Summary Report

Use the _ASG Summary Report_ to answer the following questions. Use the same students as above.

	Name	Spring RIT Score	Growth Projection Met	Growth Index (+ or −)
Student with the highest RIT score			yes no	
Student with the lowest RIT score			yes no	

Achievement Status and Growth (ASG) Reports Activities – Continued

Summary Information

1. What percentage of students met or exceeded their projected RIT? _____

2. What is the median RIT spring score for the class? _____

3. What is the average end-of-year RIT score for this grade? _____

Discuss with Your Group

1. Did the selected students meet their projections? _____

2. How would you discuss this with each student?

   _____

   _____

   _____

   _____

3. What observations can you make regarding the growth and achievement levels for the class?

   _____

   _____

   _____

   _____

4. What percentage of students should meet or exceed their projected RIT? What percentage would be a reasonable goal for a class or grade level?

   _____

   _____

   _____

   _____

Goal Setting with Individual Students

Discuss with Your Group

Look at the annotated *Student Goal Setting Worksheet*. Discuss the following questions with your table group:

1. What do you notice?

   _____

   _____

2. What can you do with this report?

   _____

   _____

Goal Setting for One Student

Access and print the *Student Goal Setting Worksheet* for one student in your class.

1. What are some areas of strength for this student?

   _____

   _____

2. What are some areas of need?

   _____

   _____

3. Consider how you might explain these to a student in a way he or she could understand.

Student		Subject	
	RIT Range	What skills should the student be working on now? (List 1-2 skills from *The Learning Continuum**)	How might you explain these skills to students in a way they would understand?
Highest Goal Area			
Lowest Goal Area			

*DesCartes/Primary Grades for Instructional Data (PGID) for Client-Server

Goal Setting with Groups of Students

1. How might the goal areas help you set goals with your students?

_____

_____

_____

_____

2. How might you determine which goal area would be appropriate for a class goal?

_____

_____

_____

_____

3. How might you determine which goal area would be appropriate for a grade-level goal?

_____

_____

_____

_____

Sharing Data with Students and Parents

Student Progress Report

View the *Student Progress Report* or a *Primary Grades Screening/Skills Checklist Individual Report* for one of your students. The *Normative Data* document and your *State Proficiency Tables* might also be helpful.

Sharing Data with Students

Identify three points you would discuss with a student regarding his/her results.

_____

_____

_____

_____

_____

_____

Sharing Data with Parents

Using the same student report, identify three points you would discuss with his/her parents or guardians.

_____

_____

How might you answer these questions from the student's parents:

1. Has my child's score gone up? _____

2. Is my child performing at grade level? _____

3. Based on these scores, how and what will you teach my child in class?

   _____

   _____

4. What do the percentiles mean?

   _____

   _____

How can students be involved in the conversation?

_____

_____

_____

_____

For School Administrators

Consider the school's expectations for goal setting with students. In order to facilitate this expectation, what resources to support parents, teachers, and students will be needed? What are some potential obstacles for meeting this expectation?

_____

_____

_____

_____

1. What's currently in place and working?

   _____

   _____

2. How can consistency and collaboration be fostered within and across grades?

   _____

   _____

Notes:

SECTION 4

Reflection and Planning

Planning Forward

What will you do with the information you learned today?	How will you implement?	Who will be involved?	When will you try it?

*For future use, a copy of this worksheet is available in the **Applying Reports** Resources in Knowledge Academy.*

Personal Action Plan – Part 1

Learning Targets: (What are the stated targets of the learning event?)

1. Where do I want to be in relation to the learning targets? (Strengths and areas for growth)	
2. Where am I now in relation to the learning targets? (Strengths and areas for growth)	
3. What learning focus for this learning event would help me address the gap between what I currently know and do, and what I want to know and do?	

Personal Action Plan – Part 2

Name: _____ Role: _____ Date: _____

Big Ideas (Potentially from the agenda)	This idea is a strength for me Why or How?	This idea is in my ZPD (Zone of Proximal Development) Why?	This idea is a stretch for me In what way?	Specific actions to continue my learning (SMART Goals)	I am ready to apply this content in my role by…

Personal Action Plan – Part 3

Personal Reflection

a. How would you like to continue your own learning related to the big ideas from the learning event?	
b. What possibilities do you see now that perhaps weren't as obvious before?	
c. What did the experience suggest or reveal to you about your own assumptions or preferences?	
d. What changes/adjustments will you make to your own practice and why?	

Next steps: Define two or three actions that can be accomplished in the next 4-6 weeks.

*For future use, a copy of this worksheet is available in the **Applying Reports** Resources in Knowledge Academy.*

Lead Learner Guide

If you are learning to use MAP data to impact instruction and student growth, and you are also guiding others in the learning process, this 3-step guide is for you.

STEP ONE Record the section titles from your learning experience.

Identify your strengths and needs.

STEP TWO Identify learning targets and resources you want to use.

STEP THREE Access Knowledge Academy's Learning Library, and locate resources by section.

1 Step One

Learning Experience Title: _____ Date: _____

Learning Targets:

| Section Title	Themes that are strengths for me	Themes that are in my Zone of Proximal Development	Themes that are a stretch for me	I plan to apply this content in my role by...

Access to Knowledge Academy resources is complimentary, but requires a login and password. Contact your district MAP coordinator for assistance.

Section Title/Learning Targets	Available Resources	Location
Example: Instructional Ladders Develop a tiered lesson plan	For the Teachers website contains Common Core aligned instructional ladders	www.fortheteachers.org
Example: District and School Goal Setting Set goals at different levels	Student Goal Setting (online recorded course)	Knowledge Academy

For any resources located in Knowledge Academy, you will need access to the site which can be provided through your district MAP coordinator.

1. Type **https://knowledgeacademy.nwea.org** into your web browser.

2. Login with your Knowledge Academy username and password. *Note: If your role has changed since you created your account, you can make that adjustment by clicking your name in the top right. Your role impacts the content displayed to you.*

3. Click the Learning Library tab and select the Workshop or Section Title that contains materials and resources that are of interest to you.
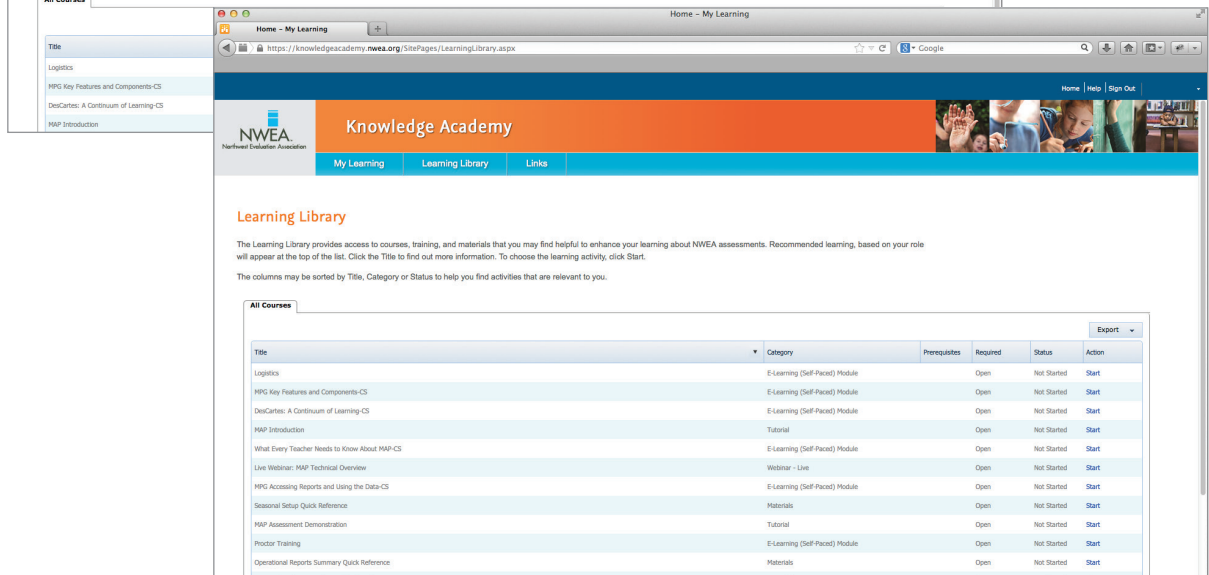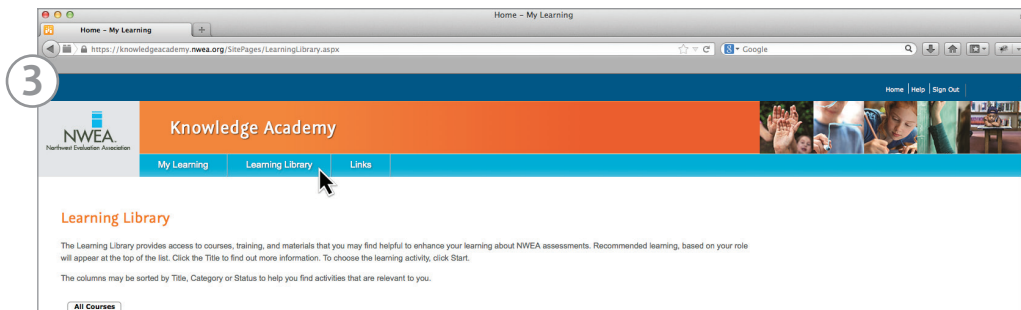
For future use, a copy of this worksheet is available in the **Applying Reports** *Resources in Knowledge Academy.*

SECTION 5

abc 123 Essential Reports for Primary Teachers

Guidelines for Placing Students: MAP® for Primary Grades

Client–Server Users

Please access the NWEA web site for the most up-to-date version of the *Guidelines for Placing Students* document.

http://nwea.us/1pqtweS

Guidelines for Placing Students: MAP® for Primary Grades

MAP for Primary Grades assessments were created by Northwest Evaluation Association™ (NWEA™) to give the primary grade teacher a more effective means of determining classroom grouping for differentiated instruction, designing curriculum, and diagnosing student needs than a one-on-one assessment between teacher and student. The assessments include Screening, Skills Checklist, and Survey with Goals tests. This document describes the use of these assessments, the test functionality, and content.

Note: This section includes the NWEA™ standard and Common Core goal structures.

Screening Assessments

Diagnostic tests with results reporting in number correct.

The Screening assessments, developed for students at the earliest stages of learning reading and mathematics, particularly kindergarten, are used to measure the foundational skills of letter and number understanding. The assessment is designed to adjust to more challenging or more basic questions depending on the need of the student as he or she proceeds through the assessment.

These tests can be administered many times during the school year to give a snapshot of the actual learning that is taking place around these foundational skills and concepts.

This type of assessment is most often administered one-on-one as beginning students enter school. Gathering this information one-on-one takes considerable teacher time for the assessment and the reporting tasks. Using the Screening assessments to gather the information should be more efficient and return hours of valuable instructional time to the teachers.

One Reading Assessment:
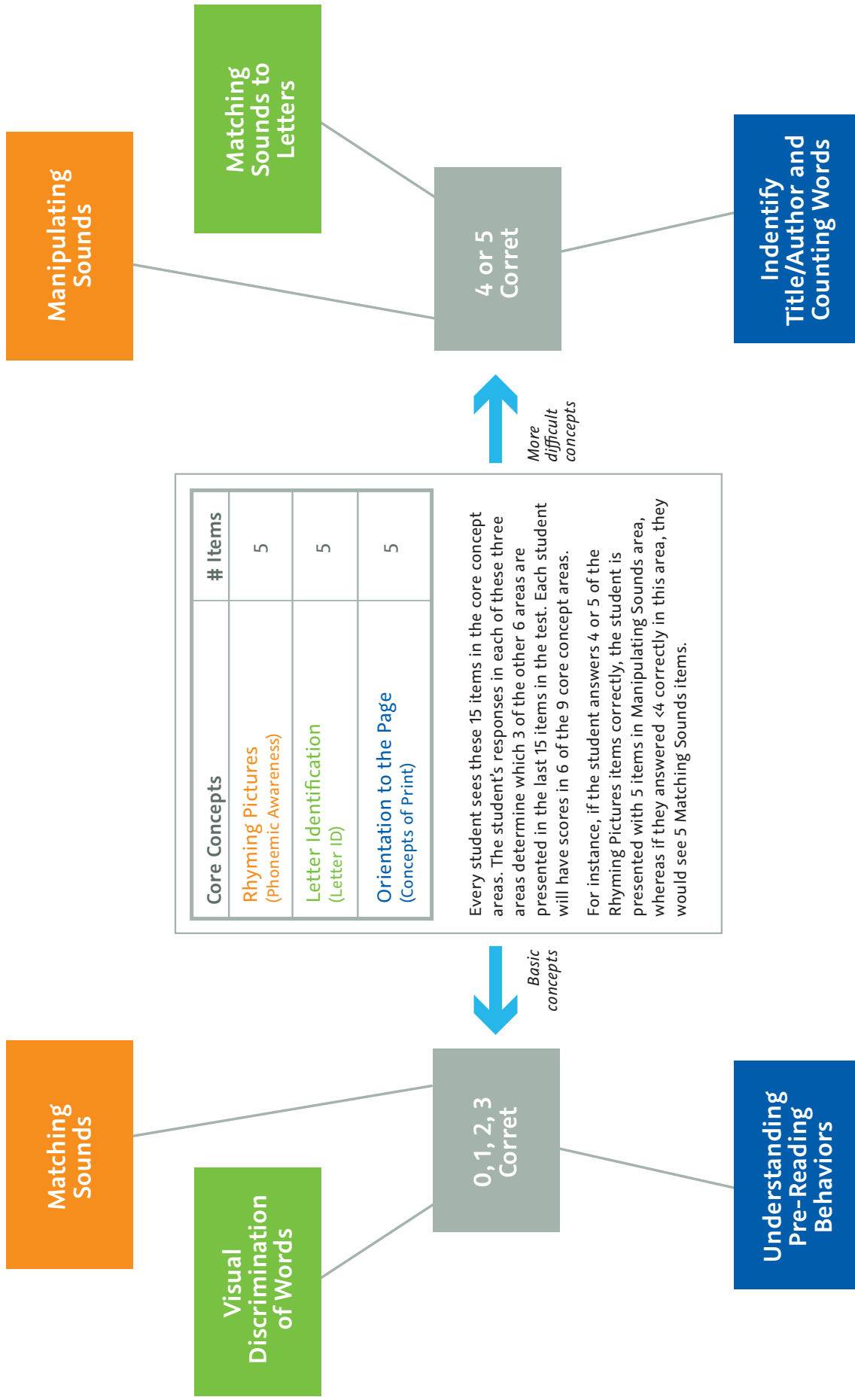
PRI-READ-Screening (Early Literacy)

Reading
Early Literacy Screening   (2 familiarization items,   30 test items, 1 good job item)
Phonological Awareness: Matching Sounds, Rhyming,   and Manipulating Sounds
Visual Discrimination/Phonics: Visual Discrimination of Words, Letter   Identification, and Matching Sounds to Letters
Concepts of Print: Understanding Pre-Reading Behaviors,   Orientation to the Page, Identify Title/Author,   and Counting Words

One Mathematics Assessment:

PRI-MATH-Screening (Early Numeracy)

Mathematics
Early Numeracy Screening   (3 familiarization items,   30 test items, 1 good job item)
Counts: Rote Counting – Counts to a Number   Counts and One-to-One Correspondence 1–10   One-to-One Correspondence 11–20
Number/Numeral: Matches Numerals 1-10   Identifies Numerals 1-10   Identifies Numerals 11-20
Computation: Identifies Numbers of Objects – More/Fewer   Computes with Manipulatives – Moving Objects   Computes with Manipulatives –   Numerical Answer

Early Literacy Screening – Testing Functionality

Manipulating Sounds

Matching Sounds to Letters

Indentify Title/Author and Counting Words

4 or 5 Corret

More difficult concepts

Core Concepts	# Items
Rhyming Pictures (Phonemic Awareness)	5
Letter Identification (Letter ID)	5
Orientation to the Page (Concepts of Print)	5

Every student sees these 15 items in the core concept areas. The student's responses in each of these three areas determine which 3 of the other 6 areas are presented in the last 15 items in the test. Each student will have scores in 6 of the 9 core concept areas.

For instance, if the student answers 4 or 5 of the Rhyming Pictures items correctly, the student is presented with 5 items in Manipulating Sounds area, whereas if they answered <4 correctly in this area, they would see 5 Matching Sounds items.

Basic concepts

0, 1, 2, 3 Corret

Matching Sounds

Visual Discrimination of Words

Understanding Pre-Reading Behaviors

Early Numeracy Screening – Testing Functionality

One–to–One Correspondence 11–20

Number/Numeral 11–20

Computation w/Manipulatives

4 or 5 Correct

More difficult concepts

Core Concepts	# Items
Counts 1 – 10	1
One – to – One Correspondence	4
Number/Numeral 1 – 10	5
Computation w/Manipulatives	5

Every student sees these 15 items in the core concept areas. The student's responses in each of the three areas determine which 3 of the other 6 areas are presented in the last 15 items in the test. Each student will have scores in 6 of the 9 core concept areas.

For instance, if the student answers 4 or 5 of the Number/Numeral 1-10 items correctly, the student is presented with 5 items in Number/Numeral 11-20 area, whereas if they answered <4 correctly, they would see 5 Matching items.

Basic concepts

Rote Counting

Matching

0, 1, 2, 3 Correct

More/Less

Skills Checklist Assessments

Diagnostic tests with results reported in both percent and number correct.

The Skills Checklist assessments extend student assessment beyond the Screening assessments and are used to inform instruction relative to the skills of phonological awareness, phonemic awareness, letter identification, phonics, number sense and computation in reading and mathematics, respectively.

Test functionality in the Reading Skills Checklist tests will randomly present all the test items in the assessment to each student.

Test functionality in the Mathematics Computation Skills Checklist tests will randomly present items and automatically stop after the first 10 items, if the student is not scoring at least 60% at that point in the test. Students who answer 60% or more of the first 10 items correctly will then see all the remaining items in the test. This should give the teacher the maximum amount of information about which Mathematics concept the student does and does not understand in the various subgoals without frustrating the lower performing students.

Ten Reading Assessments:

- PRI-READ-Skills (ConsonantBlends/Digraphs)
- PRI-READ-Skills (Decode:Multi-SyllableWords)
- PRI-READ-Skills (Decode:Patterns/WordFamilies)
- PRI-READ-Skills (LetterIdentification)
- PRI-READ-Skills (Manipulation of Sounds)
- PRI-READ-Skills (Matching Letters to Sounds)
- PRI-READ-Skills (PhonemeIdentification)
- PRI-READ-Skills (PhonologicalAwareness)
- PRI-READ-Skills (SyllableTypes:CVC,CVCe,R-Control)
- PRI-READ-Skills (VowelDigraphs/Diphthongs)

Skills Checklist Assessments – Continued

Twenty-eight Mathematics Assessments:

- PRI-MATH-Skills (Comp:10-UsingManipulatives)
- PRI-MATH-Skills (Comp:10-UsingNumbers)
- PRI-MATH-Skills (Comp:10-ProblemSolving)
- PRI-MATH-Skills (Comp:20-UsingManipulatives)
- PRI-MATH-Skills (Comp:20-UsingNumbers)
- PRI-MATH-Skills (Comp:20-ProblemSolving)
- PRI-MATH-Skills (Comp:100-NoRegroup-UsingManip)
- PRI-MATH-Skills (Comp:100-NoRegroup-UsingNumbers)
- PRI-MATH-Skills (Comp:100-NoRegroup-ProbSolving)
- PRI-MATH-Skills (Comp:100-w/Regroup-UsingManip)
- PRI-MATH-Skills (Comp:100-w/Regroup-UsingNumbers)
- PRI-MATH-Skills (Comp:100-w/Regroup-ProbSolv/Estim)
- PRI-MATH-Skills (Comp:1000-UsingManipulatives)
- PRI-MATH-Skills (Comp:1000-UsingNumbers)
- PRI-MATH-Skills (Comp:1000-ProbSolv/Estim)
- PRI-MATH-Skills (NumSense:10-Count, Order, PlaceVal)
- PRI-MATH-Skills (NumSense:10-Representation)
- PRI-MATH-Skills (NumSense:20-Count, PlaceValue)
- PRI-MATH-Skills (NumSense:20-Representation)
- PRI-MATH-Skills (NumSense:20-Ordering)
- PRI-MATH-Skills (NumSense:100-Count)
- PRI-MATH-Skills (NumSense:100-Representation)
- PRI-MATH-Skills (NumSense:100-Ordering)
- PRI-MATH-Skills (NumSense:100-PlaceValue)
- PRI-MATH-Skills (NumSense:1000-Count)
- PRI-MATH-Skills (NumSense:1000-Representation)
- PRI-MATH-Skills (NumSense:1000-Ordering)
- PRI-MATH-Skills (NumSense:1000-Place Value)

This type of assessment is most often administered one-on-one teacher to student to gather information about attainment of skills before and/or after instruction. Gathering this information one-on-one takes considerable teacher time for the assessment and the reporting tasks. Using the Skills Checklist assessments to gather the information should be more efficient and return hours of valuable instructional time to the teacher.

Reading – Skills Checklist Assessments

Decoding: Consonant Blends/Digraphs
(1 familiarization item, 47 test items, 1 good job item)

Initial and Final Blends

Initial and Final Digraphs

Decoding: Multi-Syllable Words, Affixes, Open/C+le
(1 familiarization item, 30 test items, 1 good job item)

Inflectional Endings

Prefixes and Suffixes

Open and Closed/C+le Syllables

Decoding: Spelling Patterns/Word Families
(1 familiarization item, 18 test items, 1 good job item)

Word Families

Letter Identification
(1 familiarization item, 52 test items, 1 good job item)

Upper Case

Lower Case

Phonemic Awareness: Manipulation of Sounds
(1 familiarization item, 35 test items, 1 good job item)

Blending of Sounds

Substitution of Sounds: Beginning, Middle, and End

Deletion of Sounds

Phonics: Matching Letters to Sounds
(1 familiarization item, 31 test items, 1 good job item)

Consonant Sounds

Vowel Sounds

Phonemic Awareness: Phoneme Identification
(1 familiarization item, 44 test items, 1 good job item)

Initial Consonants

Final Consonants

Middle Vowels

Phonological Awareness
(1 familiarization item, 35 test items, 1 good job item)

Rhyming

Identifying Number of Syllables
(One, Two, and Three)

Blending

Syllable Types: CVC, CVCe, R-Controlled
(1 familiarization item, 14 test items, 1 good job item)

CVC

CVCe

R-Controlled

Syllable Types: Vowel, Digraphs/Diphthongs
(1 familiarization item, 21 test items, 1 good job item)

Digraphs

Diphthongs

Mathematics – Skills Checklist Assessments

Computation to 10 – Using Manipulatives
(1 familiarization item, 20 test items, 1 good job item)

Addition: Computation and Story Problems – Using Manipulatives

Subtraction: Computation and Story Problems – Using Manipulatives

Number Sense to 10 – Counting, Ordering, Place Value
(3 familiarization items, 31 test items, 1 good job item)

Counts to 10 – Forwards and Backwards

One-to-One Correspondence

Identifies Position – First, Last and 1st – 10th

Compares Numbers Using Words

Groups Objects into 10s

Computation to 10 – Using Numbers
(1 familiarization item, 25 test items, 1 good job item)

Addition: Two 1-Digit Numbers – Horizontal and Vertical

Addition: Three 1-Digit Numbers

Subtraction: Two 1-Digit Numbers – Horizontal and Vertical

Number Sense to 10 – Identifying/Representing
(3 familiarization items , 34 test items, 1 good job item)

Names Numerals

Represents Numerals Correctly

Composes and Decomposes Numbers

Identifies or Represents Whole, Part of, Half

Identifies a Penny, a Nickel, and a Dime

Identifies Name of Coin Worth 1¢, 5¢, 10¢

Computation to 10 – Problem Solving
(1 familiarization item, 10 test items, 1 good job item)

Addition: Story Problems – Result Unknown

Subtraction: Story Problems – Result Unknown

Number Sense to 20 – Counting, Place Value
(2 familiarization items, 24 test items, 1 good job item)

Counts by 1s, 2s, and 5s

Counts Backwards

Counts on from any Number by 1s

One-to-One Correspondence

Groups Objects into 10s and 1s

Computation to 20 – Using Manipulatives
(1 familiarization item, 20 test items, 1 good job item)

Addition: Computation and Story Problems – Using Manipulatives

Subtraction: Computation and Story Problems – Using Manipulatives

Number Sense to 20 – Identifying/Representing
(3 familiarization items, 34 test items, 1 good job item)

Identifies Numerals and Represents Numbers

Composes and Decomposes Numbers

Identifies Multiple Ways of Representing Numbers

Identifies or Represents 1/4, 2/4, 3/4, 4/4

Mathematics – Skills Checklist Assessments – Continued

Computation to 20 – Using Numbers
(1 familiarization item, 25 test items, 1 good job item)

Addition: Two 1-Digit Numbers – Horizontal and Vertical

Addition: Three 1-Digit Numbers

Subtraction: Two 1-Digit Numbers – Horizontal and Vertical

Computation to 20 – Problem Solving
(1 familiarization item, 10 test items, 1 good job item)

Addition: Story Problems – Result Unknown

Subtraction: Story Problems – Result Unknown

Computation to 100 – No Regrouping – Using Manipulatives
(1 familiarization item, 20 test items, 1 good job item)

Addition and Subtraction – Using Manipulatives

Multiplication – Using Manipulatives

Division – Using Manipulatives

Computation to 100 – No Regrouping – Using Numbers
(1 familiarization item, 35 test items, 1 good job item)

Addition: 1- or 2- Digit Numbers – Horizontal/Vertical

Addition: Multiple 1- and 2- Digit Numbers

Subtraction: Two 1- or 2- Digit Numbers – Horizontal/Vertical

Multiplication: Basic Facts – Horizontal/Vertical

Number Sense to 20 – Ordering
(1 familiarization item, 30 test items, 1 good job item)

Identifies Position – 11th to 20th

Compares Numbers 1-20 Using Words

Identifies Numbers Between Two Given Numbers

Compares the Value of One Coin to Another – Penny, Nickel, Dime

Number Sense to 100 – Counting
(1 familiarization item, 21 test items, 1 good job item)

Counts on by 1s, 2s, 5s, and 10s

Counts by 10s to 100

Number Sense to 100 – Identifying/Representing
(2 familiarization items, 35 test items, 1 good job item)

Identifies Numerals

Represents Numbers

Composes and Decomposes Numbers

Identifies Multiples Ways of Representing Numbers

Fractions – Thirds

Money

Number Sense to 100 – Ordering
(1 familiarization item, 25 test items, 1 good job item)

Compares Numbers

Identifies Number 1 > and < a Given Number

Identifies Numbers Between Two Given Numbers

Orders and Compares the Value of Coins

Mathematics – Skills Checklist Assessments – Continued

Computation to 100 – No Regrouping – Problem Solving
(1 familiarization item, 25 test items, 1 good job item)

Addition: Story Problems – Result Unknown

Addition: Story Problems – Start or Change Unknown

Addition: Story Problems – Multiple Numbers

Subtraction: Story Problems – Result Unknown

Subtraction: Story Problems – Start or Change Unknown

Number Sense to 100 – Place Value
(1 familiarization item, 20 test items, 1 good job item)

Identifies Standard Form Name

Identifies Number of Sets Given Pictures

Identifies Number of Sets Given Numbers

Reorganizes Groups of 10s and 1s

Computation to 100 – With Regrouping – Using Manipulatives
(1 familiarization item, 20 test items, 1 good job item)

Addition and Subtraction – Using Manipulatives

Multiplication – Using Manipulatives

Division – Using Manipulatives

Number Sense to 1000 – Counting
(1 familiarization item, 24 test items, 1 good job item)

Counts by 3s

Counts on by 2s and 5s

Counts by 10s and 100s from Numbers ≤100 and ≥100

Counts by 10s from any Multiple of 10

Counts on by 10s from any Number

Computation to 100 – With Regrouping – Using Numbers
(1 familiarization item, 35 test items, 1 good job item)

Addition: 1- or 2- Digit Numbers – Horizontal/Vertical

Addition: Multiple 1- and 2- Digit Numbers

Subtraction: Two 1- or 2- Digit Numbers – Horizontal/Vertical

Multiplication: 2-Digit Numbers <20 by a 1-Digit Number

Division: Basic Facts

Number Sense to 1000 – Identifying/Representing
(3 familiarization items, 30 test items, 1 good job item)

Identifies Numerals

Represents Numbers

Composes and Decomposes

Identifies Multiple Ways of Representing Numbers

Fractions – Eights

Money

Mathematics – Skills Checklist Assessments – Continued

Computation to 100 – With Regrouping – Problem Solving/Estimation
(3 familiarization items, 35 test items, 1 good job item)

Addition: Story Problems and Estimation

Subtraction: Story Problems and Estimation

Computation to 1000 – Using Manipulatives
(1 familiarization item, 20 test items, 1 good job item)

Addition: Using Manipulatives

Subtraction: Using Manipulatives

Multiplication: Using Manipulatives

Division: Using Manipulatives (with Remainders)

Computation to 1000 – Using Numbers
(2 familiarization items, 20 test items, 1 good job item)

Addition: Sums to 1000

Subtraction: Minuend < 1000

Multiplication: 2- or 3-Digit Number by a 1- or 2-Digit Number

Division: Numbers 100 or Less by a 1- or 2-Digit Number

Computation to 1000 – Problem Solving and Estimation
(3 familiarization items, 30 test items, 1 good job item)

Addition: Story Problems and Estimation

Subtraction: Story Problems and Estimation

Multiplication: Story Problems

Division: Story Problems

Number Sense to 1000 – Ordering
(1 familiarization item, 35 test items, 1 good job item)

Compares Numbers Using Words and Symbols

Identifies Number 10 Less/More than a Given Number

Identifies Number 100 Less/More than a Given Number

Identifies Numbers Between Two Given Numbers

Number Sense to 1000 – Place Value
(2 familiarization items, 20 test items, 1 good job item)

Groups Objects into 100s, 10s, and 1s

Identifies the Number of 100s, 10s, and 1s in a Number

Identifies the Standard Form of a Number from Expanded Form

Identifies Multiples Ways of Showing the Same Number Using Place Value

Survey w/Goals Assessments

Adaptive tests with results reported in RIT scores.

The Survey w/ Goals segment tests adapt to the level of difficulty appropriate for the student, and when combined, provide RIT scores which may be used to measure growth from fall-to-spring and year-to-year. If a student takes both test segments in a subject area within 28 days, they will be automatically combined.

The RIT scores assist teachers in identifying skills that are most appropriate for instruction based on the student's individual performance regardless of whether the student is at, above, or below grade level.

By presenting only three goal areas in each test segment, this limits the number of items presented to the primary grades student. The two Reading test segment scores and two Mathematics test segment scores, respectively, are combined to give a single RIT score in each measurement scale for the student. This RIT score can then be used with the *Primary Grades Instructional Data* to group students for differentiated instruction, develop curriculum and diagnose individual student instructional needs.

The reading comprehension test segment includes items that assess listening comprehension, items that provide audio support with text, items that have audio to be used at the discretion of the student, and items that include no audio at all. Cognitive complexity and the comprehension skill being assessed are factors that contribute to where the items fall on the RIT scale. In other words, there are items at all difficulty levels with and without audio.

The Lexile® Range is calculated based on the Vocabulary, Word Structure, and Comprehension test.

NWEA™ Standard Goal Structures

Two Reading Assessments:

- PRI-READ-Survey w/Goals (PhonAware,Phonic,ConPrnt)
- PRI-READ-Survey w/Goals (Vocab,Comprehen,Writing)

Phonological Awareness, Phonics, Concepts of Print (4 familiarization items, 30 test items, 1 good job item)	Vocabulary and Word Structure, Comprehension, & Writing (4 familiarization items, 30 test items, 1 good job item)
Phonological Awareness ▪ Phoneme Identification ▪ Blending ▪ Rhyming ▪ Phonemic Manipulation of Sounds and Syllabication	**Vocabulary and Word Structure** ▪ Sight Words ▪ Content Vocabulary and Context Clues ▪ Synonyms, Antonyms, Homonyms, Homographs, Homophones ▪ Base Words, Prefixes, Suffixes ▪ Compound Words, Contractions
Phonics ▪ Consonants ▪ Vowel Patterns ▪ Spelling Patterns and Rhyming ▪ Sound Manipulation and Syllabication	**Comprehension** ▪ Literal Comprehension ▪ Interpretive Comprehension ▪ Evaluative Comprehension
Concepts of Print ▪ Developmental Reading Skills ▪ Developmental Writing Skills ▪ Environmental Print	**Writing** ▪ Writing Process ▪ Conventions of Language ▪ Language Structure, Phrase, Sentence, Paragraph ▪ Grammatical Patterns

Two Mathematics Assessments:

- PRI-MATH-Survey w/Goals (PrSolv,NumSense,Comp)
- PRI-MATH-Survey w/Goals (Meas/Geo,Stat/Prob,Alg)

Problem Solving, Number Sense, Computation (4 familiarization items, 30 test items, 1 good job item)	**Measurement/Geometry, Statistics/ Probability, Algebra** (4 familiarization items, 30 test items, 1 good job item)
Problem Solving - Understand and Represent Word Problems - Solutions Strategies and Verification of Answers - Logic, Reasoning, Conjectures, and Proof	**Measurement and Geometry** - Attributes, Compare, Order, Tools, Units - Measure and Estimate - Identify, Attributes: Lines, 2-D, 3-D - Spatial, Transformations, Symmetry, Congruence
Number Sense - Count - Identify, Represent: Whole Numbers, Fractions - Relative Position and Magnitude - Place Value and Base-Ten System	**Statistics and Probability** - Data Collection, Organization, and Display - Data Analysis - Probability and Predictions
Computation - Addition - Subtraction - Readiness for Multiplication and Division	**Algebra** - Attributes, Patterns, and Functions - Understand Algebraic Concepts - Application of Algebraic Concepts

Common Core Goal Structures

Two Reading Assessments:

- PRI-READ-Survey w/Goals Common Cores (Found Skills,Lit/Info) V1 (TestTaker Name)
- PRI-READ-Survey w/Goals Common Cores (Vocab,Lang/Writing) V1 (TestTaker Name)

Foundational Skills, Literature and Informational (4 familiarization items, 28 test items, 1 good job item)	**Vocabulary Use and Functions, Language and Writing** (4 familiarization items, 28 test items, 1 good job item)
Foundational Skills ▪ Phonics and Word Recognition ▪ Phonological Awareness ▪ Print Concepts	**Vocabulary Use and Functions** ▪ Language: Context Clues and References ▪ Vocabulary Acquisition and Use
Literature and Informational ▪ Informational Text: Key Ideas, Details, Craft Structure ▪ Literature: Key Ideas, Craft Structure	**Language and Writing** ▪ Capitalize, Spell, Punctuate ▪ Language: Grammar, Usage ▪ Writing: Purposes: Plan, Develop, Edit

Two Mathematics Assessments:

- PRI-MATH-Survey w/Goals Common Cores (Algebra,Num/Operations) V1 (TestTaker Name)
- PRI-MATH-Survey w/Goals Common Cores (Meas/Data,Geometry) V1 (TestTaker Name)

Operations and Algebraic Thinking, Number and Operations in Base Ten (4 familiarization items, 28 test items, 1 good job item)	**Measurement and Data, Geometry** (4 familiarization items, 28 test items, 1 good job item)
Operations and Algebraic Thinking ▪ Represent and Solve Problems ▪ Properties of Operations	**Measurement and Data** ▪ Solve Problems Involving Measurement ▪ Represent and Interpret Data
Number and Operations ▪ Understand Place Value, Counting, and Cardinality ▪ Number and Operations: Base Ten and Fractions	**Geometry** ▪ Reason with Shapes and Their Attributes

Web-Based Users

Please access MARC for the most up-to-date version of the *Assessment Coordination Guide - Appendix A: Test Selection Details*.

http://nwea.us/1ckYCfn

Assessment Coordination Guide – Appendix A
Test Selection Details

MPG Tests

MAP for Primary Grades assessments were created to give primary grade instructors a more efficient means than a one-on-one assessment between instructor and student for:

- Determining classroom grouping for differentiated instruction

- Identifying appropriate curriculum

- Identifying student needs

MPG assessments measure achievement in reading and mathematics for students in the kindergarten to the end of second grade. MPG tests include multiple-choice questions and other question types that allow the system to measure a broad range of student capabilities.

All MPG test questions include audio in their presentation to allow measurement of a variety of language skills. Audio presentation also prevents differences in students' reading skills from decreasing the validity of mathematics test results.

The MPG test types are:
- Screening

- Skills Checklist

- Survey with Goals

All MPG tests are defined by NWEA and are not aligned with specific state standards.

MPG Screening Tests

The MPG Screening tests, developed for students at the earliest stages of learning reading and mathematics—particularly kindergarten—are used to measure the foundational skills of letter and number understanding. These foundational skills are needed for successful development of reading and mathematics proficiency. Results of MPG Screening tests are reported in percent correct.

The Screening tests are designed to adjust to more challenging or more basic questions depending on the need of the students as they proceed through the test. Screening tests are sometimes used for students who may not be ready for the Survey with Goals tests.

The Screening tests can replace many one-on-one manual assessment sessions between students and instructors, restoring valuable hours of instructional time. Screening tests can be administered many times during the school year to give a snapshot of the actual learning that is taking place around these foundational skills and concepts.

NWEA offers the following MPG Screening tests:

- Mathematics Early Numeracy, with 35 questions

- Reading Early Literacy, with 33 questions

Question Selection for MPG Screening Tests

Screening tests are fixed tests with a very limited pool of questions. A Screening test presents questions in random order. The test adapts after the first half of the questions to select the more difficult or less difficult set of questions, based on the student's performance to that point.

Each Screening test presents 2 or 4 familiarization questions, 30 test questions, and 1 reward item. Each Screening test is divided into 3 skill areas. Each skill area contains 3 sub-skills of varying difficulties, for a total of 9 sub-skills. Each student receives scores in only 6 of the 9 sub-skill areas, as explained below.

Test questions are selected for each student from the skill areas in the following manner:

1. The student begins with 5 questions from each skill area (for a total of 15). These questions are from the intermediate difficulty sub-skill within each skill area.

    Example: From the reading test's Phonological Awareness skill area, the student receives 5 questions from the Rhyming Words sub-skill (the intermediate difficulty sub-skill shown in Reading Early Literacy Screening Skill Areas).

2. The number of questions answered correctly in each skill area determines the sub-skill within each skill area to be tested next.
    - If the student answers 4 or 5 questions from a skill area correctly, the next 5 questions are selected from the more difficult sub-skill within the skill area.
    - Example: The student answers 4 questions correctly from the Rhyming Words sub-skill. The next 5 questions for the Phonological Awareness skill are from the Manipulating Sounds sub-skill (the more difficult sub-skill).
    - If less than 4 answers are correct, the next 5 questions are from the less difficult sub-skill.

This selection process occurs independently for each of the 3 skill areas, for a total of 15 additional questions.

Each student receives scores in 6 of the 9 sub-skill areas, as shown in the following figure.
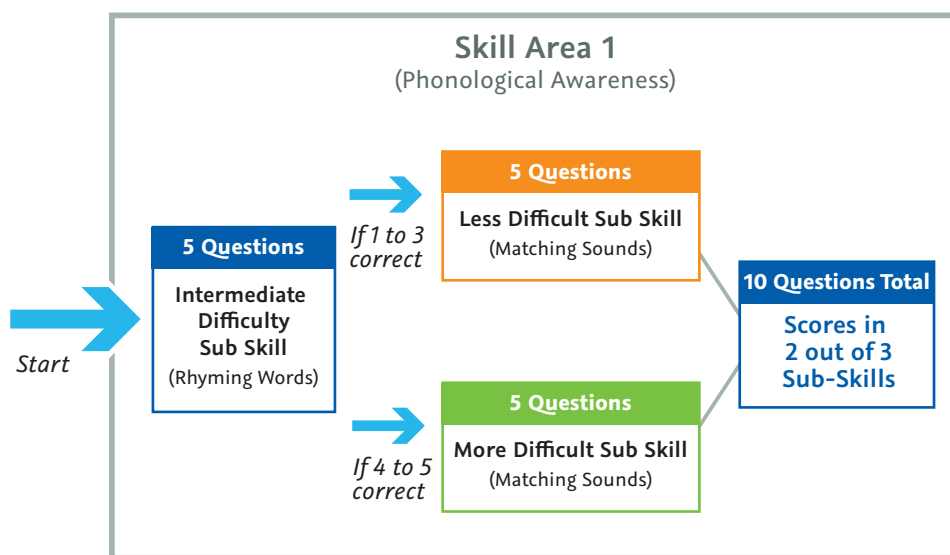
Selection Process for Questions in MPG Screening Test

Within each skill area, the sub-skills are listed in order of increasing difficulty, as described in the following tables.

Mathematics Early Numeracy Screening Skill Areas

Skill Area	Sub-Skill
Counts	▪ Rote Counting: Counts to a Number ▪ Counts 1 to 10 and One-to-One Correspondence for 1 to 10 ▪ One-to-One Correspondence for 11 to 20
Number/Numeral	▪ Matches Numerals 1 to 10 ▪ Identifies Numerals 1 to 10 ▪ Identifies Numerals 11 to 20
Computation	▪ Identifies Numbers of Objects: More/Fewer ▪ Computes with Manipulatives: Moving Objects ▪ Computes with Manipulatives: Numerical Answer

Reading Early Literacy Screening Skill Areas

Skill Area	Sub-Skill
Phonological Awareness	▪ Matching Sounds ▪ Rhyming Words ▪ Manipulating Sounds
Visual Discrimination/Phonics	▪ Visual Discrimination of Words ▪ Letter Identification ▪ Matching Sounds to Letters
Concepts of Print	▪ Understanding Pre-Reading Behaviors ▪ Orientation to the Page ▪ Identify Title/Author and Counting Words

MPG Skills Checklist Tests

MPG Skills Checklist tests provide educators with data on specific content. The Skills Checklist tests go beyond the Screening tests and are used to inform instruction relative to the following skills:

- Reading: Phonological awareness, phonemic awareness, letter identification, and phonics
- Mathematics: Number sense and computation

Instructors can use Skills Checklist tests:

- To determine student performance relative to many reading and mathematics skills
- For instructional planning
- To measure instructional effectiveness

The Skills Checklist tests can replace many one-on-one manual assessment sessions between students and instructors, restoring valuable hours of instructional time. These tests may be administered as often as is useful for the instructor.

Results of MPG Skills Checklist tests are reported in percent correct. NWEA offers both Reading and Mathematics MPG Skills Checklist tests.

Question Selection for MPG Skills Checklist Tests

The Reading Skills Checklist tests randomly present all questions in the test to each student.

The Mathematics Computation Skills Checklist tests randomly present questions and automatically stop after the first 10 questions, if the student is not scoring at least 60% at that point in the test. Students who answer 60% or more of the first 10 questions correctly will then see all the remaining questions in the test. This should give the instructor the maximum amount of information about which Mathematics concept the student does and does not understand in the various sub-skills without frustrating the lower performing students.

MPG Reading Skills Checklist

NWEA offers a range of MPG Reading Skills Checklist Tests, described in the following table:

MPG Reading Skills Checklist Tests		
Name of Test	**Questions**	**Content**
Reading Decoding Consonant Blends/Digraphs	▪ 1 familiarization question ▪ 47 test questions ▪ 1 reward item	▪ Initial and Final Blends ▪ Initial and Final Digraphs
Reading Decoding Multi-Syllable Words, Affixes, Open/C+le	▪ 1 familiarization question ▪ 30 test questions ▪ 1 reward item	▪ Inflectional Endings ▪ Prefixes and Suffixes ▪ Open and Closed/C+le Syllables
Reading Decoding Spelling Patterns/Word Families	▪ 1 familiarization question ▪ 18 test questions	▪ Word Families
Reading Letter Identification	▪ 1 familiarization question ▪ 52 test questions ▪ 1 reward item	▪ Upper Case ▪ Lower Case
Reading Phonemic Awareness: Manipulation of Sounds	▪ 1 familiarization question ▪ 35 test questions ▪ 1 reward item	▪ Blending of Sounds ▪ Substitution of Sounds: Beginning, Middle, and End ▪ Deletion of Sounds
Reading Phonics: Matching Letters to Sounds	▪ 1 familiarization question ▪ 31 test questions ▪ 1 reward item	▪ Consonant Sounds ▪ Vowel Sounds
Reading Phonemic Awareness: Phoneme Identification	▪ 1 familiarization question ▪ 44 test questions ▪ 1 reward item	▪ Initial Consonants ▪ Final Consonants ▪ Middle Vowels
Reading Phonological Awareness	▪ 1 familiarization question ▪ 35 test questions ▪ 1 reward item	▪ Rhyming ▪ Identifying Number of Syllables (one, two, and three) ▪ Blending
Reading Syllable Types: CVC, CVCe, R-Controlled	▪ 1 familiarization question ▪ 14 test questions ▪ 1 reward item	▪ CVC ▪ CVCe ▪ R-Controlled
Reading Syllable Types: Vowel Digraphs/Diphthongs	▪ 1 familiarization question ▪ 21 test questions ▪ 1 reward item	▪ Digraphs ▪ Diphthongs

Mathematics Skills Checklist Tests

NWEA offers a range of MPG Mathematics Skills Checklist Tests, described in the following table:

MPG Mathematics Skills Checklist Tests		
Name of Test	**Questions**	**Content**
Mathematics Computation to 10 Using Manipulatives	▪ 1 familiarization question ▪ 20 test questions ▪ 1 reward item	▪ Addition: Computation and Story Problems – Using Manipulatives ▪ Subtraction: Computation and Story Problems – Using Manipulatives
Mathematics Computation to 10 Using Numbers	▪ 1 familiarization question ▪ 25 test questions ▪ 1 reward item	▪ Addition: Two 1-Digit Numbers – Horizontal and Vertical ▪ Addition: Three 1-Digit Numbers ▪ Subtraction: Two 1-Digit Numbers – Horizontal and Vertical
Mathematics Computation to 10 Using Problem Solving	▪ 1 familiarization question ▪ 10 test questions ▪ 1 reward item	▪ Addition: Story Problems – Result Unknown ▪ Subtraction: Story Problems – Result Unknown
Mathematics Computation to 20 Using Manipulatives	▪ 1 familiarization question ▪ 20 test questions ▪ 1 reward item	▪ Addition: Story Problems – Using Manipulatives ▪ Subtraction: Computation – Using Manipulatives
Mathematics Computation to 20 Using Numbers	▪ 1 familiarization question ▪ 25 test questions ▪ 1 reward item	▪ Addition: Two 1-Digit Numbers – Horizontal and Vertical ▪ Addition: Three 1-Digit Numbers ▪ Subtraction: Two 1-Digit Numbers – Horizontal and Vertical
Mathematics Computation to 20 Using Problem Solving	▪ 1 familiarization question ▪ 10 test questions ▪ 1 reward item	▪ Addition: Story Problems – Result Unknown ▪ Subtraction: Story Problems – Result Unknown
Mathematics Computation to 100 Using Manipulatives, No Regrouping	▪ 1 familiarization question ▪ 20 test questions ▪ 1 reward item	▪ Addition and Subtraction – Using Manipulatives ▪ Multiplication – Using Manipulatives ▪ Division – Using Manipulatives

MPG Mathematics Skills Checklist Tests – Continued

Name of Test	Questions	Content
Mathematics Computation to 100 Using Numbers, No Regrouping	1 familiarization question 35 test questions 1 reward item	- Addition: 1- or 2-Digit Numbers – Horizontal and Vertical - Addition: Multiple 1- and 2-Digit Numbers - Subtraction: Two 1- or 2-Digit Numbers – Horizontal and Vertical - Multiplication: Basic Facts – Horizontal and Vertical
Mathematics Computation to 100 Using Problem Solving, No Regrouping	1 familiarization question 25 test questions 1 reward item	- Addition: Story Problems – Result Unknown - Addition: Story Problems – Start or Change Unknown - Addition: Story Problems – Multiple Numbers - Subtraction: Story Problems – Result Unknown - Subtraction: Story Problems – Start or Change Unknown
Mathematics Computation to 100 Using Manipulatives with Regrouping	1 familiarization question 20 test questions 1 reward item	- Addition and Subtraction – Using Manipulatives - Multiplication – Using Manipulatives - Division – Using Manipulatives
Mathematics Computation to 100 Using Numbers with Regrouping	1 familiarization question 35 test questions 1 reward item	- Addition: 1- or 2-Digit Numbers – Horizontal and Vertical - Addition: Multiple 1- and 2-Digit Numbers - Subtraction: Two 1- or 2-Digit Numbers – Horizontal and Vertical - Multiplication: 2-Digit Numbers <20 by a 1-Digit Number - Division: Basic Facts
Mathematics Computation to 100 Using Problem Solving and Estimating with Regrouping	3 familiarization questions 35 test questions 1 reward item	- Addition: Story Problems and Estimation - Subtraction: Story Problems and Estimation

Mathematics Skills Checklist Tests – Continued

MPG Mathematics Skills Checklist Tests – Continued

Name of Test	Questions	Content
Mathematics Computation to 1000 Using Manipulatives	1 familiarization question 20 test questions 1 reward item	- Addition: Using Manipulatives - Subtraction: Using Manipulatives - Multiplication: Using Manipulatives - Division: Using Manipulatives (with remainders)
Mathematics Computation to 1000 Using Numbers	2 familiarization questions 20 test questions 1 reward item	- Addition: Sums to 1000 - Subtraction: Minuend <1000 - Multiplication: 2- or 3-Digit Number by a 1- or 2-Digit Number - Division: Numbers 100 or Less by a 1- or 2-Digit Number
Mathematics Computation to 1000 Using Problem Solving and Estimating	3 familiarization questions 30 test questions 1 reward item	- Addition: Story Problems and Estimation - Subtraction: Story Problems and Estimation - Multiplication: Story Problems - Division: Story Problems
Mathematics Number Sense to 10: Counting, Ordering, Place Value	3 familiarization questions 31 test questions 1 reward item	- Counts to 10 – Forwards and Backwards - One-to-One Correspondence - Identifies position – First, Last and 1st – 10th - Compares Numbers Using Words - Groups Objects into 10s
Mathematics Number Sense to 10: Identifying and Representing	3 familiarization questions 34 test questions 1 reward item	- Names Numerals - Represents Numerals Correctly - Composes and Decomposes Numbers - Identifies or Represents Whole, Part of, Half - Identifies a Penny, a Nickel, and a Dime - Identifies Name of Coin Worth 1¢, 5¢, 10¢

MPG Mathematics Skills Checklist Tests – Continued

Name of Test	Questions	Content
Mathematics Number Sense to 20: Counting, Place Value	• 2 familiarization questions • 24 test questions • 1 reward item	• Counts by 1s, 2s, and 5s • Counts Backwards • Counts on from Any Number by 1s • One-to-One Correspondence • Groups Objects into 10s and 1s
Mathematics Number Sense to 20: Ordering	• 1 familiarization question • 30 test questions • 1 reward item	• Identifies Position: 11th to 20th • Compares Numbers 1 to 20 Using Words • Identifies Number 1 More or Less Than a Given Number • Identifies Numbers Between Two Given Numbers • Compares the Value of One Coin to Another: Penny, Nickel, Dime
Mathematics Number Sense to 20: Identifying and Representing	• 3 familiarization questions • 34 test questions • 1 reward item	• Identifies Numerals and Represents Numbers • Composes and Decomposes Numbers • Identifies Multiple Ways of Representing Numbers • Identifies or Represents Fractions: Fourths
Mathematics Number Sense to 100: Counting	• 1 familiarization question • 21 test questions • 1 reward item	• Counts on by 1s, 2s, 5s, and 10s • Counts by 10s to 100
Mathematics Number Sense to 100: Ordering	• 1 familiarization question • 25 test questions • 1 reward item	• Compares Numbers • Identifies Numbers 1 Greater Than and Less Than a Given Number • Identifies Numbers Between Two Given Numbers • Orders and Compares the Value of Coins
Mathematics Number Sense to 100: Place Value	• 1 familiarization question • 20 test questions • 1 reward item	• Identifies Standard Form Name • Identifies Number of sets given pictures • Identifies number of sets given numbers • Reorganizes groups of 10s and 1s

MPG Mathematics Skills Checklist Tests – Continued

Name of Test	Questions	Content
Mathematics Number Sense to 100: Identifying and Representing	• 2 familiarization questions • 35 test questions • 1 reward item	• Identifies numerals • Represents numbers • Composes and Decomposes numbers • Identifies multiples ways of representing numbers • Fractions: thirds • Money
Mathematics Number Sense to 1000: Counting	• 1 familiarization question • 24 test questions • 1 reward item	• Counts by 3s • Counts on by 2s and 5s • Counts by 10s and 100s from numbers ≤100 and ≥100 • Counts by 10s from any multiple of 10 • Counts on by 10s from any number
Mathematics Number Sense to 1000: Ordering	• 1 familiarization question • 35 test questions • 1 reward item	• Compares numbers using words and symbols • Identifies number 10 less or more than a given number • Identifies number 100 less or more than a given number • Identifies numbers between two given numbers
Mathematics Number Sense to 1000: Place Value	• 2 familiarization questions • 20 test questions • 1 reward item	• Groups objects into 100s, 10s, and 1s • Identifies the number of 100s, 10s, and 1s in a number • Identifies the standard form of a number from expanded form • Identifies multiples ways of showing the same number using place value
Mathematics Number Sense to 1000: Identifying and Representing	• 3 familiarization questions • 30 test questions • 1 reward item	• Identifies numerals • Represents numbers • Composes and decomposes • Identifies multiple ways of representing numbers • Fractions: eighths • Money

MPG Survey with Goals Tests

MPG Survey with Goals tests measure achievement of students who may still be learning foundational skills.

These fully adaptive tests adapt to the level of difficulty appropriate for the student, selecting each question based on all the previous responses. The number of questions available allows these tests to be administered up to three times per academic year without presenting the same question to a student in a two-year period.

MPG Survey with Goals tests provide RIT Scores that can be used to measure growth from term-to-term and year-to-year. Results of MPG Survey with Goals tests are reported in RIT scores.

The RIT scores assist instructors in identifying skills that are most appropriate for instruction based on the student's individual performance regardless of whether the student is at, above, or below grade level. The RIT score can be used with the *Primary Grades Instructional Data* to group students for differentiated instruction, select appropriate curriculum, and identify individual student instructional needs.

NWEA offers the following MPG Survey with Goals tests:

- Primary Grades Mathematics

- Primary Grades Reading

Administering the Tests

NWEA recommends administering an MPG Survey with Goals test in two testing periods. This can help students stay engaged during the test. Student attention span and fatigue can vary, so it is best for proctors to pause the test for all students after a maximum of 25 minutes. Students can return at a later time to complete the test.

NWEA does not recommend giving students a test warm-up again when beginning the second testing period.

For more detailed information, see the section about administering MAP for Primary Grades Survey with Goals Tests in the *Testing Session Guide*.

Note: Plan according to licensing, which allows you to administer the Survey with Goals test up to four times a year. NWEA also recommends nine weeks of instruction between Survey with Goals assessments.

MPG Mathematics Survey with Goals Tests for NWEA Standard

These tests have:

- 4 familiarization question
- 52 test questions
- 1 reward item

Goals for MPG Mathematics Survey with Goals (NWEA Standard)	
Goal Area	**Sub-Goals**
Problem Solving	▪ Understand and Represent Word Problems ▪ Solution Strategies and Verification of Answers ▪ Logic, Reasoning, Conjectures, and Proof
Number Sense	▪ Count ▪ Identify, Represent: Whole Numbers, Fractions ▪ Relative Position and Magnitude ▪ Place Value and Base-Ten System
Computation	▪ Addition and Subtraction ▪ Readiness for Multiplication and Division
Measurement and Geometry	▪ Attributes, Compare, Order, Tools, Units ▪ Measure and Estimation ▪ Identify, Attributes: Lines, 2-D, 3-D ▪ Spatial, Transformations, Symmetry, Congruence
Statistics and Probability	▪ Data Collection, Organization, and Display ▪ Data Analysis ▪ Probability and Predictions
Algebra	▪ Attributes, Patterns, and Functions ▪ Understanding and Application of Algebraic Concepts

MPG Reading Survey with Goals Tests for NWEA Standard

These tests have:

- 4 familiarization questions
- 52 test questions
- 1 reward item

Goals for MPG Reading Survey with Goals (NWEA Standard)	
Goal Area	**Sub-Goals**
Phonological Awareness	- Phoneme Identification - Blending - Rhyming - Phonemic Manipulation of Sounds and Syllabication
Phonics	- Consonants - Vowel Patterns - Spelling Patterns and Rhyming - Sound Manipulation and Syllabication
Concepts of Print	- Developmental Reading and Writing Skills - Environmental Print
Vocabulary and Word Structure	- Sight Words - Content Vocabulary and Context Clues - Synonyms, Antonyms, Homonyms, Homographs, Homophones - Base Words, Prefixes, Suffixes - Compound Words, Contractions
Comprehension	- Literal, Interpretive, and Evaluative Comprehension
Writing	- Writing Process and Conventions of Language - Language Structure, Phrase, Sentence, Paragraph - Grammatical Patterns

MPG Mathematics Survey with Goals Tests for Common Core

These tests have:

- 4 familiarization questions
- 48 test questions
- 1 reward item

Goals for MPG Mathematics Survey with Goals (Common Core)	
Goal Area	**Sub-Goals**
Operations and Algebraic Thinking	▪ Represent and Solve Problems ▪ Properties of Operations
Number and Operations	▪ Understand Place Value, Counting, and Cardinality ▪ Number and Operations: Base Ten and Fractions
Measurement and Data	▪ Solve Problems Involving Measurement ▪ Represent and Interpret Data
Geometry	▪ Reason with Shapes and Their Attributes

MPG Reading Survey with Goals Tests for Common Core

These tests have:

- 4 familiarization questions
- 48 test questions
- 1 reward item

Goals for MPG Reading Survey with Goals (Common Core)	
Goal Area	**Sub-Goals**
Foundational Skills	▪ Phonics and Word Recognition ▪ Phonological Awareness ▪ 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

Integration Worksheet – MAP® for Primary Grades

	A Screening	**B** Skills Checklist	**C** Survey with Goals
Description and functionality. Does the test adapt?			
Tests Available			
Scores – Instructional level or diagnostic? Normative data?			
Testing Intervals			
Essential Reports What are the critical data points for each essential report?			

Integration Worksheet – MAP® for Primary Grades – Continued

	A Screening	**B** Skills Checklist	**C** Survey with Goals
Purpose(s) for the assessment at our grade level.			
How does the assessment fit within our assessment system?			
How will this assessment data impact planning and instruction?			

*For future use, a copy of this worksheet is available in the **Applying Reports** Resources in Knowledge Academy.*

SECTION 6

 Essential Reports for Administrators

School and District Essential Reports Activities

Teacher/Class Report

Level: _____ Status or Growth? _____

What data does this report provide?

Interpret

1. How does the class Mean RIT compare to the District and Norm Grade Level Mean RIT?

2. Identify the Goal Performance area with the highest RIT score (relative strength) and lowest RIT score (relative need). How can teachers use this information to inform instruction?

3. Identify the Goal with the highest standard deviation and the lowest standard deviation. Standard deviation reflects the diversity in skills; the smaller the number the more similar the skills and understandings. With a higher standard deviation, which kind of instructional grouping would likely be more effective, whole group or small group? Why?

4. Identify the students in the lowest and highest percentile ranges. What types of interventions could benefit these students?

Apply

1. How will you support teachers in using this report?

2. How can this data be used with other school/local assessments?

3. How can this data guide school improvement planning and goal setting for the district, schools, classes, and students?

4. What other questions does this information raise?

School and District Essential Reports Activities

Achievement Status and Growth Reports (Projection and Summary)

Status or Growth? _____

Level: _____

What data does this report provide?

Interpret

Examine the *ASG Projection Report*.

1. What is the Growth Projection based on?

2. Look at a few growth projections for individual students. Will the growth projections be adequate for these students?

Examine the *ASG Summary Report*.

3. What do you observe about students with negative or zero growth? What surprises you about this group?

4. What do you observe about students who have the greatest amount of growth? What surprises you about this group?

5. What does the growth standard error tell you?

6. What patterns do you see in the data?

7. Identify the percentage of students who met or exceeded their growth target. What percentage is ideal for your school or district?

Apply

1. How will you support teachers in using these reports?

2. How can this data be used with other school/local assessments?

3. How can this data guide school improvement planning and goal setting for the district, schools, classes, and students?

4. What other questions does this information raise?

School and District Essential Reports Activities

Student Goal Setting Worksheet

Level: _____

Status or Growth? _____

What data does this report provide?

Interpret

1. What subject areas and goal areas are strengths? What are areas of concern?

2. How can the Norms and Projected Proficiency Reports help to determine growth goals?

3. When is "typical" growth appropriate? When is it necessary to consider adequate or appropriate growth?

4. How can this data be used with students?

Apply

1. How will you support teachers in using this report?

2. How can this data be used with other school/local assessments?

3. How can this data guide school improvement planning and goal setting for the district, schools, classes, and students?

4. What other questions does this information raise?

School and District Essential Reports Activities

Student Progress Report

Level: _____   Status or Growth? _____

What data does this report provide?

Interpret

1. How does this student compare to the District Grade Level Mean RIT and the Norm Grade Level Mean RIT? Is the student performing at grade level?

2. What information do the percentiles provide?

3. What trends do you notice for this student across several testing seasons?

4. What are three critical data points you might discuss with a student? With a parent? With a teacher?

Apply

1. How will you support teachers in using this report?

2. How can this data be used with other school/local assessments?

3. How can this data guide school improvement planning and goal setting for the district, schools, classes, and students?

4. What other questions does this information raise?

School and District Essential Reports Activities

Grade Report

Level: _____   Status or Growth? _____

What data does this report provide?

Interpret

1. How does the grade Mean RIT compare to the District and Norm Grade Level Mean RIT?

2. Identify the Goal Performance area with the highest RIT score (relative strength) and the lowest RIT score (relative need). How can school leaders use this information to inform instruction?

Apply

1. How can this data be used with other school/local assessments?

2. How can this data guide school improvement planning and goal setting for the district, schools, classes, and students?

3. What other questions does this information raise?

School and District Essential Reports Activities

District Summary Reports

Level: _____ Status or Growth? _____

What data does this report provide? _____

Interpret

1. What is the Mean and Median RIT of each grade per season?

2. Choose a testing season. Identify the Goal Performance area with the highest RIT score (relative strength) and the Goal Performance area with the lowest RIT score (relative need). How do these goal areas compare to overall RIT for that season? How can school leaders use this information to inform instruction?

3. In which goal area is the greatest standard deviation? What does this tell us?

4. If you have more than one assessment window per grade level, how has the Mean RIT changed over time? How has the Mean RIT for the goal performance areas changed over time? What might this tell you?

5. What are you noticing in terms of trends and differences among grades?

6. If you have more than three seasons of testing, what can you learn if you follow a cohort of students?

Apply

1. How can this data be used with other school/local assessments?

2. How can this data guide school improvement planning and goal setting for the district, schools, classes, and students?

3. What other questions does this information raise?

School and District Essential Reports Activities

Student Growth Summary Reports

Level: _____   Status or Growth? _____

What data does this report provide?

Interpret

1. How many year(s) are represented in this report?

2. What grades are meeting or exceeding their Mean Growth Projection? What is this projection based on?

3. What does the Growth Index represent?

4. Locate the Growth Mean for each grade level. How did each grade level perform in terms of actual growth?

5. Locate the Percent Meeting Growth Projection. What information does this tell you? What assumptions can you reach based on this data point?

6. What information does the graph represent?

7. What patterns or differences do you notice among grades?

Apply

1. How can this data be used with other school/local assessments?

2. How can this data guide school improvement planning and goal setting for the district, schools, classes, and students?

3. What other questions does this information raise?

2012 School Norms

As a school administrator, I want to know...

- *How does our 3rd grade **achievement** compare to the **achievement** of other 3rd grades across the nation?*

- *How does our 3rd grade **growth** compare to the **growth** of other 3rd grades?*

*The **2012 RIT Scale School Norms User's Guide** released by the NWEA Research Group provides grade-level status and growth norms. The School Norms Calculator makes it easy to compare K-10 grade level achievement and growth in your school to the same grade levels in other schools across the United States. The calculator allows for comparisons of achievement at either the fall or spring term, and a comparison of growth from fall to fall, fall to spring, or spring to spring. The calculator also enables you to adjust the number of instructional weeks between testing terms to be more consistent with the testing schedule in your school.*

Access the User Guide, Calculator, and Calculator Instructional Video here: http://nwea.us/1hcIvW7

Notes:

Conversation Guide: Supporting Strength-Based Planning Conversations about Data

1. **Identify** areas of strengths for students:

   _____

   _____

   _____

   Investigate strengths:
   - Under what conditions is this student succeeding? (Examples: A particular type of instruction? When it is at his or her level of instructional readiness? With certain peers? Time of day? A particular teacher? etc.)

     _____

     _____

     _____

   - What other reports could give me more information about the overall environment in which the student is successful?

     _____

     _____

     _____

   - What are some other possible reasons for these strengths?

     _____

     _____

     _____

2. **Identify** areas of concern for students:

   _____

   _____

   _____

   Investigate areas of concern:
   - What are some possible reasons for these areas of concern? (see questions above)

     _____

     _____

     _____

Conversation Guide: Supporting Strength-Based Planning Conversations about Data – Continued

3. What are areas/**goals** to focus on?

_____

_____

_____

- What are some possible strategies to reach these goals?

_____

_____

_____

- Can we leverage/replicate some of the conditions in which the student is succeeding in order to build strategies to reach these goals?

_____

_____

_____

- What support and resources do I need?
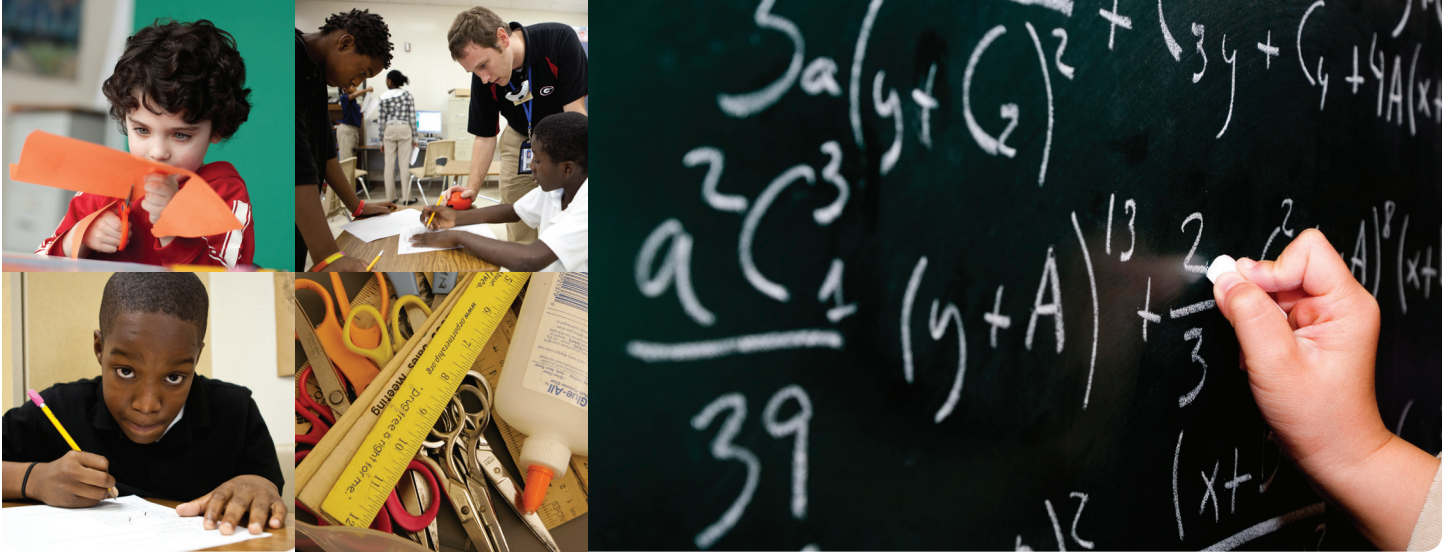
_____

_____

_____

*A digital template of the Student Case Study Card is available in the **Applying Reports** Resources in Knowledge Academy.*

Notes:

Notes:

Notes:

2011 Normative Data

Having the right data is a key component of individualizing instruction for each child. NWEA has the ability to measure a student's achievement and academic growth, independent of grade, across time. From the insight provided with Measures of Academic Progress® (MAP®) and its reports, educators can compare class- or grade-level performance to students from a wide variety of schools across the country. Status norms provide a starting point for educators to review data, and help them gain an understanding of each child's current academic level, where they need focused instruction, and the extent of their progress. Additional information about how status and growth norms were determined can be found in **NWEA's 2011 NWEA RIT Scale Norms Study**.

Measures of Academic Progress (MAP) Status and Growth Norms

The 2011 NWEA RIT Scale Norms Study provides growth and status norms for all five RIT scales: Reading, Language Usage, Mathematics, General Science, and Science Concepts and Processes. The study's results are based on grade level (K-11) samples of at least 20,000 students per grade. These samples were randomly drawn from a test records pool of 5.1 million students, from over 13,000 schools in more than 2,700 school districts in 50 states. Rigorous post-stratification procedures were then used to maximize the degree to which both status and growth norms are representative of the U.S. school-age population.

The 2011 norms allow for flexible interpretations of both growth and status by taking instructional weeks into account. For example, the norms may be used to locate a student's status (as a percentile rank) for any specified instructional week of the school year. Similarly, typical growth, conditioned on the student's initial score, may be determined for any number of instructional weeks separating two test occasions within a 12-month period. This flexibility allows educators to test students at times that make the most sense in view of their own informational needs. And, regardless of when they conduct testing, they can make norm-referenced interpretations of test results that are consistent with their chosen testing schedule.

As an additional reference, the norms can provide the percentile rank corresponding to a student's observed gain for a given instructional interval. This helps educators to move beyond the simple conclusion that a student either "made target growth" or did not to discern how a particular student's growth compares to the growth of similar students. These norms also allow school-grade level performance for one school to be compared to other schools in the same state that operate under a similar set of conditions. This allows school and district administrators to use the norms to make "apples to apples" comparisons between their schools and schools from the same state with similar characteristics.

Normative Data
http://nwea.us/1rZHISW

2011 READING STATUS NORMS (RIT VALUES)

Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
K	142.5	150.6	156.0
1	160.3	170.7	176.9
2	175.9	183.6	189.6
3	189.9	194.6	199.2
4	199.8	203.2	206.7
5	207.1	209.8	212.3
6	212.3	214.3	216.4
7	216.3	218.2	219.7
8	219.3	221.2	222.4
9	221.4	221.9	222.9
10	223.2	223.4	223.8
11	223.4	223.5	223.7

2011 MATHEMATICS STATUS NORMS (RIT VALUES)

Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
K	143.7	150.5	156.1
1	162.8	172.4	179.0
2	178.2	185.5	191.3
3	192.1	198.5	203.1
4	203.8	208.7	212.5
5	212.9	217.8	221.0
6	219.6	222.8	225.6
7	225.6	228.2	230.5
8	230.2	232.8	234.5
9	233.8	234.9	236.0
10	234.2	235.5	236.6
11	236.0	237.2	238.3

2011 LANGUAGE USAGE STATUS NORMS (RIT VALUES)

Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
2	175.4	185.3	190.0
3	191.1	196.5	200.3
4	200.9	204.4	207.0
5	208.0	211.0	212.9
6	212.3	214.4	216.2
7	215.8	217.3	218.7
8	218.7	220.2	221.3
9	220.6	221.0	221.8
10	221.9	222.2	222.7
11	222.1	222.7	223.3

In the samples, each district's base school calendar was used to determine instructional days. Using the instructional days data, time frames for beginning-of-year tests, middle-of-year tests, and end-of-year tests were established. The centers of these time frames were roughly 20 days, 80 days, and 130 days from the beginning of the academic year of the student's school for the fall, winter and spring terms, respectively.

2011 GENERAL SCIENCE STATUS NORMS (RIT VALUES)

Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
3	189.0	192.5	195.5
4	196.4	198.7	200.8
5	201.3	203.7	205.3
6	205.4	206.8	208.1
7	208.2	209.5	210.9
8	211.2	212.4	213.5
9	213.2	213.6	214.3
10	214.9	215.6	216.2

2011 SCIENCE CONCEPTS STATUS NORMS (RIT VALUES)

Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
3	188.0	191.7	194.5
4	195.4	197.5	199.5
5	200.6	202.8	204.3
6	204.6	205.9	207.1
7	207.5	208.7	209.9
8	210.4	211.5	212.4
9	213.2	213.6	214.3
10	213.9	214.3	214.6