


MAP for Primary Grades



Setting the Stage

- Welcome/introductions
- Intended accomplishments
- Activate prior knowledge
-  M R A O

Sustaining the Momentum

- Consider how you will implement what you've learned in the:
 - ▶ Next month
 - ▶ Next semester
 - ▶ Next year

Topics for Today

Section 1

- Understanding Key Features of MAP for Primary Grades

Section 1

- Understanding Components and Key Features of MAP for Primary Grades

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Section 1: Intended Accomplishments

- Identify differences between MAP for Primary Grades and standard MAP tests
- Understand features of each test in the tiered assessment system
- Develop student placement plans

Assessing Primary Grades Students

- Assists with documentation of mastery 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

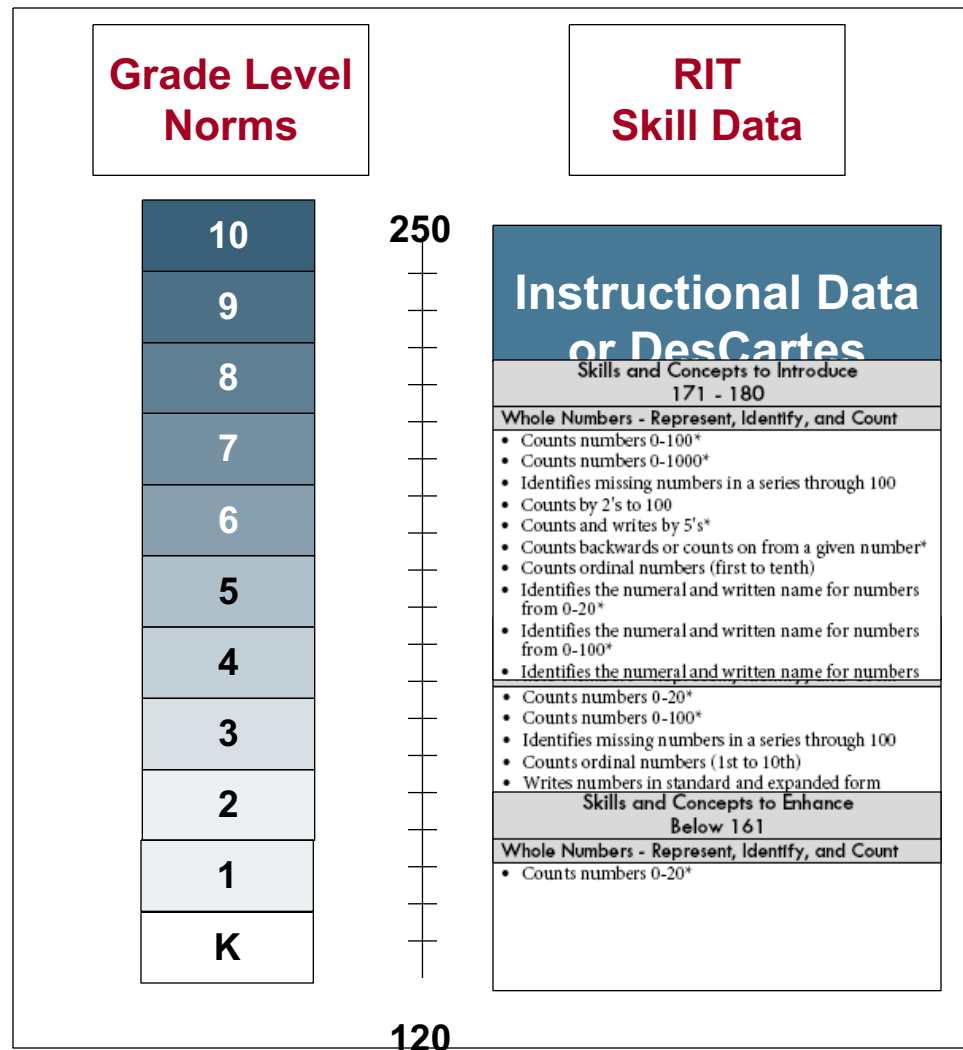
- RIT scale
- Adaptive tests
- Growth measure
- Reports

Different

- ⑩ Administration
- ⑩ Tiered assessment system
- ⑩ Data
- ⑩ Reports and resources
- ⑩ DesCartes
- ⑩ Enhanced items with audio

Rasch unI_T (RIT) Scale

- Achievement scale
- Equal-interval
- Used to show growth over time
- Scale has the same meaning regardless of the students' grade level or items taken

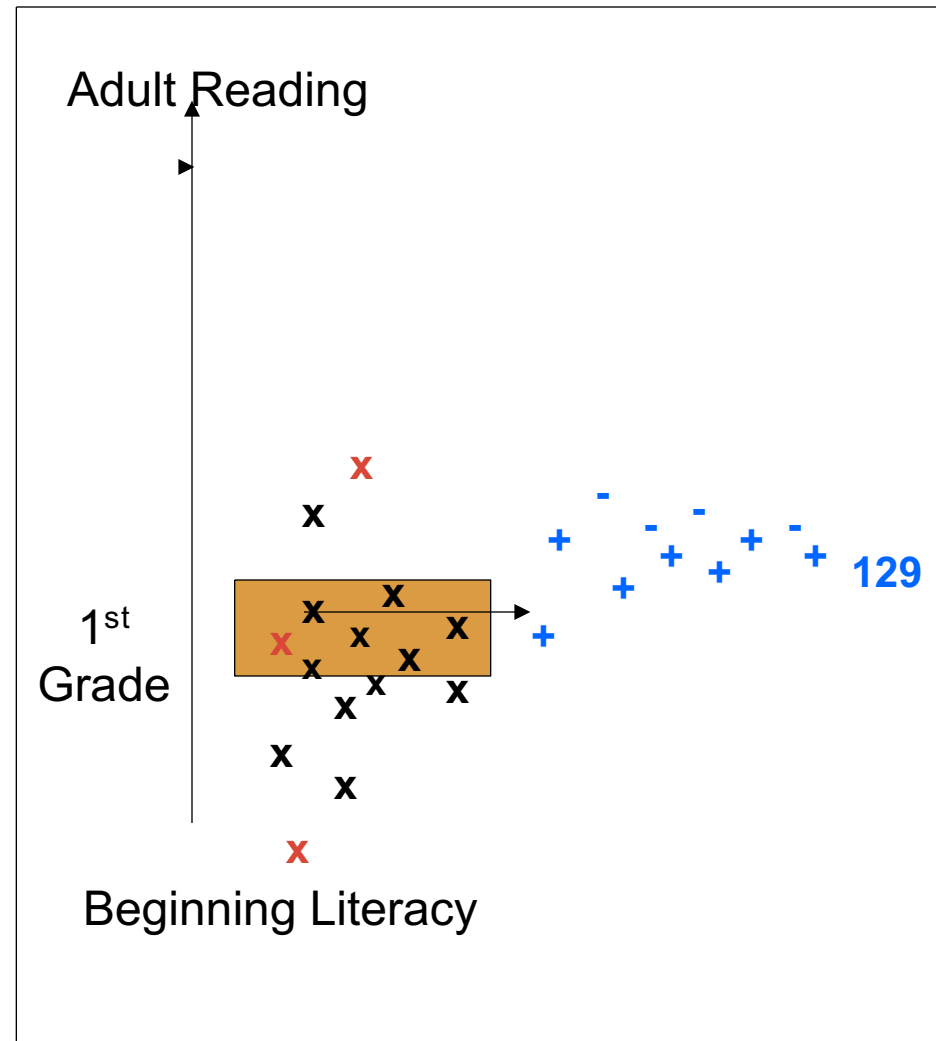


RIT Scale

- MAP for Primary Grades 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
 - ▶ Consider transitioning students to standard MAP testing when
 - Students have been exposed to the content in standard MAP tests
AND
 - When they no longer need the support of audio enhanced items
OR
 - When students reach or exceed a score of 210 on the RIT scale

Addressing Classroom Diversity: MAP for Primary Grades Adaptive Tests

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



Instructional Level vs. Mastery

- MAP for Primary Grades Prerequisite tests and Skills Checklist tests assess ***mastery*** of foundational skills
- MAP for Primary Grades Survey with Goals tests provide the ***instructional level*** of the student

Measuring Academic Growth

- Survey with Goals tests (adaptive)
 - ▶ Take into account students' starting points
 - ▶ Assess progress as well as proficiency



Tiered Assessment System



- Prerequisite tests (mastery tests)
 - ▶ Assess basic letter/number skills



- Skills Checklist tests (mastery tests)
 - ▶ Assess developing literacy/numeracy skills



- Survey with Goals tests (adaptive tests)
 - ▶ Measures growth in reading and mathematics skills

Reading and Mathematics Prerequisite Tests



- Test types
 - ▶ Reading: Letter Recognition, Sounds, Concepts of Print
 - ▶ Mathematics: Concepts of Number
- Fixed form tests (mastery tests)
 - ▶ Assesses foundational skills of letters and numbers
 - ▶ Measures discrete essential skills
 - ▶ Guides instruction
 - ▶ Takes place of most typical one-on-one testing
- Audience: Pre-kindergarten, fall kindergarten
- Test intervals: repeat as often as needed

Reading Skills Checklist Tests



- Seven Fixed form tests (mastery tests)
 - ▶ Assesses building blocks to basic literacy
 - ▶ Measures discrete essential skills
 - ▶ Guides instruction
 - ▶ Takes the place of typical one-on-one testing
- Audience: Pre-kindergarten, kindergarten, first grade, intervention in grades 2+
- Testing interval: repeat as often as needed
- Two reading goals measured
 - ▶ Phonological awareness – two tests
 - ▶ Phonics – five tests

Mathematics Skills Checklist Tests



- Nine Fixed form tests (mastery tests)
 - ▶ Assesses basic concepts in mathematics
 - ▶ 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
- Two mathematics goals measured
 - ▶ Number sense – four tests
 - ▶ Computation – five tests

Survey with Goals



- Audience
 - ▶ K -1 students successful with other tests in the system
 - ▶ Some grade 2 students; intervention screening in grades 3 and 4
- Scores
 - ▶ RIT score for each test
- Intervals for testing
 - ▶ Twice per year
 - ▶ During district testing windows
- Instructional Data document
 - ▶ Learning statements organized by RIT level
 - ▶ (Future) DesCartes aligned to state goal structures

Reading Survey with Goals Tests



- One Reading Survey with Goals test measures
 - ▶ Phonemic Awareness
 - ▶ Phonics, Letters, Sounds
 - ▶ Concepts of Print
- The other Survey with Goals test measures
 - ▶ Vocabulary and Word Structure
 - ▶ Comprehension
 - ▶ Writing

Mathematics Survey with Goals Tests



- One Mathematics Survey with Goals test measures
 - ▶ Problem Solving
 - ▶ Number Sense
 - ▶ Computation
- The other Survey with 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



- Mastery documentation: administer Prerequisite and/or Skills Checklist tests
- Growth data: administer Survey with Goals tests
- Lexile scores: administer Survey with Goals test named “Primary Gr-READ-Vocab and Word Struct, Comprehension, Writing V2”

Instructional Uses



- Identify foundational skills for mastery: administer Prerequisite 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 with 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 placements decisions?

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Section 1: Wrap Up

- What are the components and key features of MAP for Primary Grades?
 - ▶ What does it test?
 - ▶ How does the testing system work?
 - ▶ How does the system fit with our other assessments?
 - ▶ Who will we test? What tests will we give them?

Sustaining the Momentum

- Consider how you will implement what you've learned:
 - ▶ Who will take the test?
 - ▶ How will this impact our current assessment program for primary grades?

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Topics for Today

Section 1

- Under
- Key Fe
- Grades

Section 2

- Administering the Test Successfully

ssfully

Section 2: Intended Accomplishments

- Communicating implementation plan
- Preparing students, staff, and computers

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 screens

Accessing the Support & Training Page

- **www.nwea.org**
- Member Support
- MAP for Primary Grades
- Support & Training
- Registration for updates

Please note: Check this site for updates and current information related to new releases.

Support & Training Page: Links

- Find links to:
 - ▶ Download all software, including new TestTaker version
 - ▶ MAP for Primary Grades Recorded Online Training
 - [password: MPGprimary]
 - ▶ “Test Warm-up” flash presentation
 - ▶ DataBridge info (optional)
 - ▶ CRF realignment info (optional)

Support & Training Page: Documents and Information

- Roles and Responsibilities Checklist
- Technical Requirements
- Classroom Testing Requirements
- Installation Instructions & User Guide
- Proctor and Teacher Instructions
- Recorded Session instructions
- Online Training Handout
- Guidelines for Placing Students
- Test Descriptions
- Test Name List
- Placement Process Activity Page
- Sustaining the Momentum Planning Page

Before Testing: Class Roster File

- Preparing the class roster file (CRF)
 - ▶ Include primary grades students
 - ▶ Kindergarten grade identified by 13; Pre-kindergarten identified by 14
 - ▶ If using Databridge, see link at MAP for Primary Grades Support & Training page for special directions
 - ▶ If current season CRF has been submitted without primary students, see link at MAP for Primary Grades Support & Training page for special directions
 - ▶ Allow 14 days processing time prior to test administration

Before Testing: Downloads

- Download from the NWEA Secure TestTaker page
 - ▶ NEW version of TestTaker
 - ▶ Audio files
 - ▶ Collector Application
- Download from TAA (after CRF is enrolled)
 - ▶ Test packages
 - ▶ Student data
 - ▶ Agency data

Before Testing: Schedules

- MAP for Primary Grades will be available for downloading on or after August 15, 2006
- Primary students may be scheduled for multiple tests within the same testing window
- Shorter block recommended (anticipate 1/2 hour per test)

Before Testing: Preparing Computers

- Proctor reviews “Test Warm-up” at MAP for Primary Grades Support & Training page
- Prepare student headphone sets
- Check volume on computer settings
- Check the mouse at each computer
- If using classroom computers for testing, refer to Classroom Testing Requirements document

Before Testing: Test Warm-up Activity

- Computer activity for students to practice
 - ▶ interacting with all item types
 - ▶ using audio options
 - ▶ selecting answer choices
- Download and install on computers where students will complete the activity
- Schedule times for all students
 - ▶ Allow approximately ½ hour 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 MAP for Primary Grades test names list
 - ▶ Post in testing areas

During Testing

- Proctors and Teachers
 - ▶ Critical: Careful selection of tests
 - ▶ To pause and resume tests, use 'control/shift/p' on PCs; 'command/shift/p' on MACs
 - ▶ To activate continue button to proceed to end-of-test score screen, use 'control/shift /k' on PCs or 'command/shift/k' on MACs
 - ▶ Familiarization items appear prior to scored items
 - ▶ Print end-of-test score screen after each test

Mathematics Prerequisite Test Items

- Based upon student's understanding of numbers, test will give student
- 8 items only – if student cannot rote count to 10 or
- 18 items only – if student does not understand one to one correspondence or
- All 51 items

Section 2: Wrap Up

- What are our next steps for successful implementation of the test?
- Have we:
 - ▶ Established testing dates?
 - ▶ Identified critical dates for steps necessary prior to testing?
 - ▶ Identified persons responsible for next steps?
 - ▶ Informed and prepared teachers and proctors?
 - ▶ Prepared students?

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Sustaining the Momentum

- Consider how you will implement what you've learned:
 - ▶ Fall testing
 - ▶ Spring testing
 - ▶ Next year



Topics for Today

Section 1

- Under
- Key Fe
- Grades

Section 3

- Accessing Reports and Using the Data

Section 2

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Section 3: Intended Accomplishments

- Access your MAP for Primary Grades reports
- Use data for instructional purposes

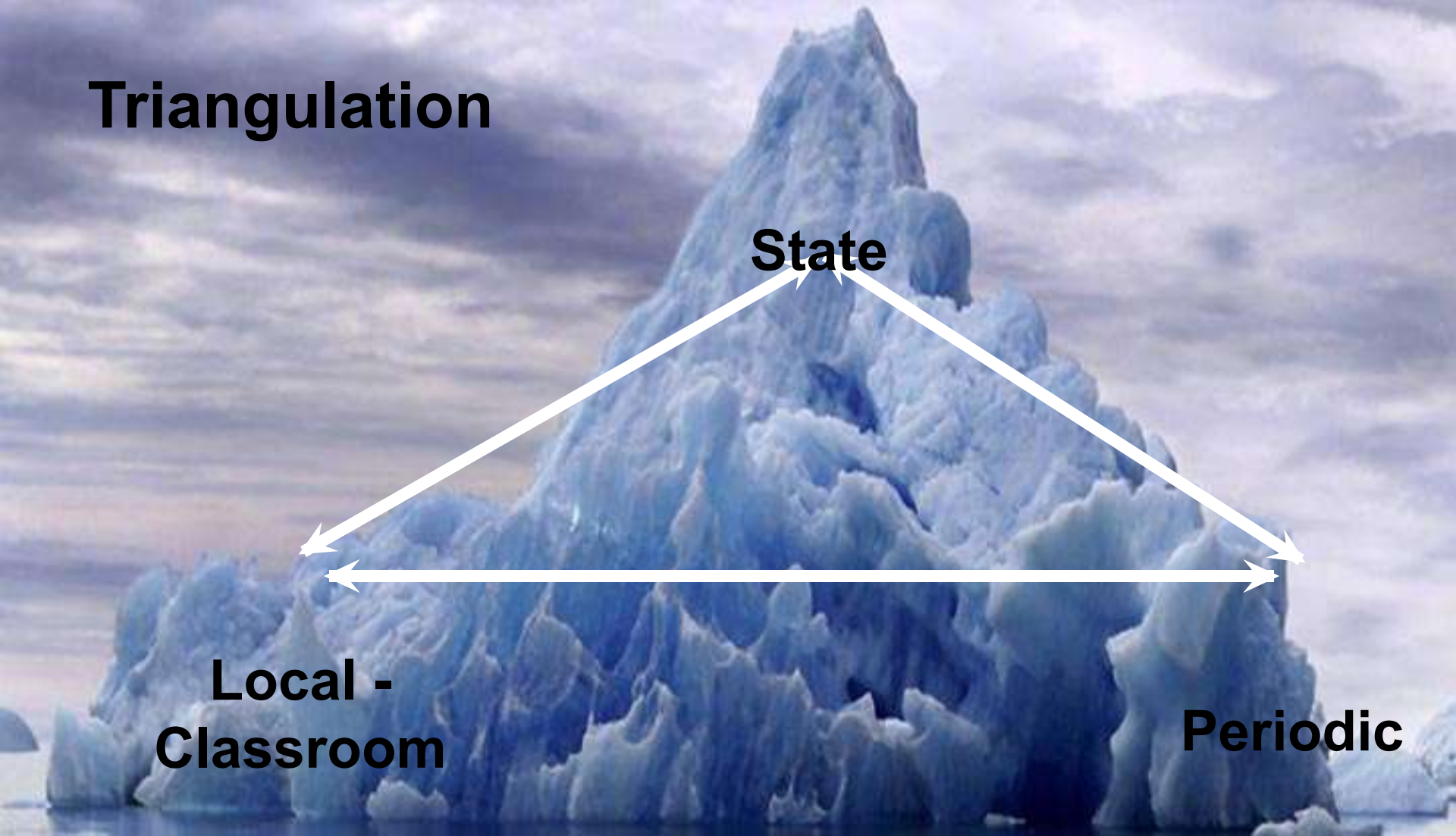
Never Use Only One Point of Data

Triangulation

State

**Local -
Classroom**

Periodic



Availability of Your Data



- Immediate
 - ▶ End-of-test score screen provides preliminary data
- 24 – 48 hours after testing
 - ▶ User Name and Passwords distributed to teachers by MAP coordinator or building principal
 - ▶ Access reports at www.nwea.org, click on “Reports Site”
 - ▶ Online reports
- 72 hours after district summary reports have been ordered
 - ▶ Some Survey with Goals reports will be available

Note: Currently MAP for Primary Grades data will not display in the Dynamic Reporting Suite platform (future)

Accessing Your Data

Welcome Johnson Elementary

Menu

Home

Log Out

Actions

Change
Password

Online Reports

Teacher Reports

Class Rosters

Class By
Subject

Grade By
Subject

MAP for Primary Grades

Instructional Resources

Class By RIT

Data-Tools

DesCartes

MAP for Primary Grades

Instructional Data

Links to access various Survey with Goals reports and resources

By asking relevant, thoughtful questions, educators can have a lasting impact on student learning. DesCartes is one such tool that allows educators insight into student understanding.

If your district has licensed DesCartes, you can access the application by clicking on "DesCartes" in the left navigation under "Data Tools".

Online Reports

- ||| **Teacher Reports** - a list of your students' test events for the selected term.
- ||| **Class Rosters** - a list of the roster for each of your classes for a selected term. Student Progress reports are accessible from the Class Roster

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

Link to access Prerequisite and Skills Checklist reports: mid-September, 2006

easily accessed and analyzed, empowering educators to take meaningful action.

[Access dynamic reports now.](#)

Prerequisite Test Reports: End-of-Test Score Screen



Mock-up Report

Math Survey 2-5 IN Version 2

Rote Counting	4	5	6	7	8	9	10
Counts to	4	5	6	7	8	9	10
Orders numbers correctly	1	or more errors					
Summary - Rote Counting	7/8 (87%)						

When numbers are filled in, student has correctly answered the item

	2	3	4	5	6	7	8	9	10
	2	3	4	5	6				
	(60%)								

Number Sense

Numerals:

Names Numerals	1	2	3	4	5	6	7	8	9	10
Identifies Numerals	1	2	3	4	5	6				

1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6				

Abstraction:

Representation	2	3	6
Change context	2	3	6

Drawing Symbol	Numeral
Drawing	Numeral
2/3 (66%)	

Cardinality:

Number of objects	4	5	6	7	8	9	10		
Different sizes	2	3	4	5	6	7	8	9	10

4/5 (80%)
Size Distance
25/33 (75%)




Summary - Number Sense

Test Summary

38/51 (74%)

Prerequisite Test Reports: Class Report



Class Report	
Primary Grades: Reading Skills Checklist Phonological Awareness	
<i>Phonological Awareness/Identify Phonemes</i>	
Percent represents number correct	
	Lo – (Default 0% to 59%)
	Av – (Default 60% to 79%)
	Hi – (Default 80% to 100%)
Initial Consonants	
b	50
c	45
d	56
f	75
g	45
h	32
j	31
k	68
l	24
m	50
n	28
p	53
r	69
s	75
t	55
v	32
w	31
y	28
Final Consonant	
b	45
d	31
r	55
s	31
t	24
v	23
w	28
y	91
z	88
Vowels	
ee/feet	45
a/hat	55

Mock-up Report

Number represents percentage of students in this class who have responded correctly to this item

Skills Checklist Test Reports: End-of-Test Score Screen



Mock-up Report

Primary Gr-READING-SkillsChecklist-Phon.Awarenes-Phoneme ID

Initial Consonant	b c d f g h j k l m n p r s t v w y z
ID Consonants	c f g h k l m p r s t v y z
Summary - Initial Consonant	14/19 (73%)
Final Consonant	b d f g k l m n p r s t v w y z
ID Consonants	d f n p s v y z
Summary - Final Consonant	8/16 (50%)
Vowels	
	o/mop 1 or more errors
	u/nut Correct
	a/gate 1 or more errors
	i/bike Correct
	o/boat Correct
	u/rule 1 or more errors
Summary - Vowels	5/10 (50%)
Test Summary	27/45 (60%)

When letters are filled in, student has correctly answered the item

Continue

Skills Checklist Test Reports: Class Report



CLASS REPORT - SKILLS CHECKLIST - COMPUTATION TO 10						
Primary Gr-MATH-Skills checklist-Computation to 10						
Mock-up Report						
Teacher Options:						
Option 1:						
Option 2: Print a Class Report <input type="checkbox"/> yes <input type="checkbox"/> no						
Option 3: Print a Class Summary Report <input type="checkbox"/> yes <input type="checkbox"/> no						
Class: Teacher's name						
Primary Gr-MATH-Skills checklist-Computation to 10						
Class Report						
	Sept. 19, 2006			Oct. 17, 2006		
Addition						
With pictures of objects	3% 1/30	7% 2/30	90% 27/30	0% 0/30	10% 3/30	90% 27/30
With numbers - horizontally	7% 2/30	10% 3/30	83% 25/30	0% 0/30	17% 5/30	83% 25/30
With numbers - vertically	7% 2/30	13% 4/30	80% 24/30	0% 0/30	20% 6/30	80% 24/30
3 or more numbers	43% 13/30	50% 15/30	7% 2/30	0% 0/30	93% 28/30	7% 2/30
Word problems - result unknown	43% 13/30	50% 15/30	7% 2/30	0% 0/30	93% 28/30	7% 2/30
Summary - Addition	43% 13/30	50% 15/30	7% 2/30	0% 0/30	93% 28/30	7% 2/30
Subtraction						
With pictures of objects	43% 13/30	50% 15/30	7% 2/30	0% 0/30	93% 28/30	7% 2/30
With numbers - horizontally	43% 13/30	50% 15/30	7% 2/30	0% 0/30	93% 28/30	7% 2/30

Survey with Goals Reports: End-of-Test Score Screen



Reading Goals Survey 6+ TX V2 Name: Martin Newberry (6) ID: 123489

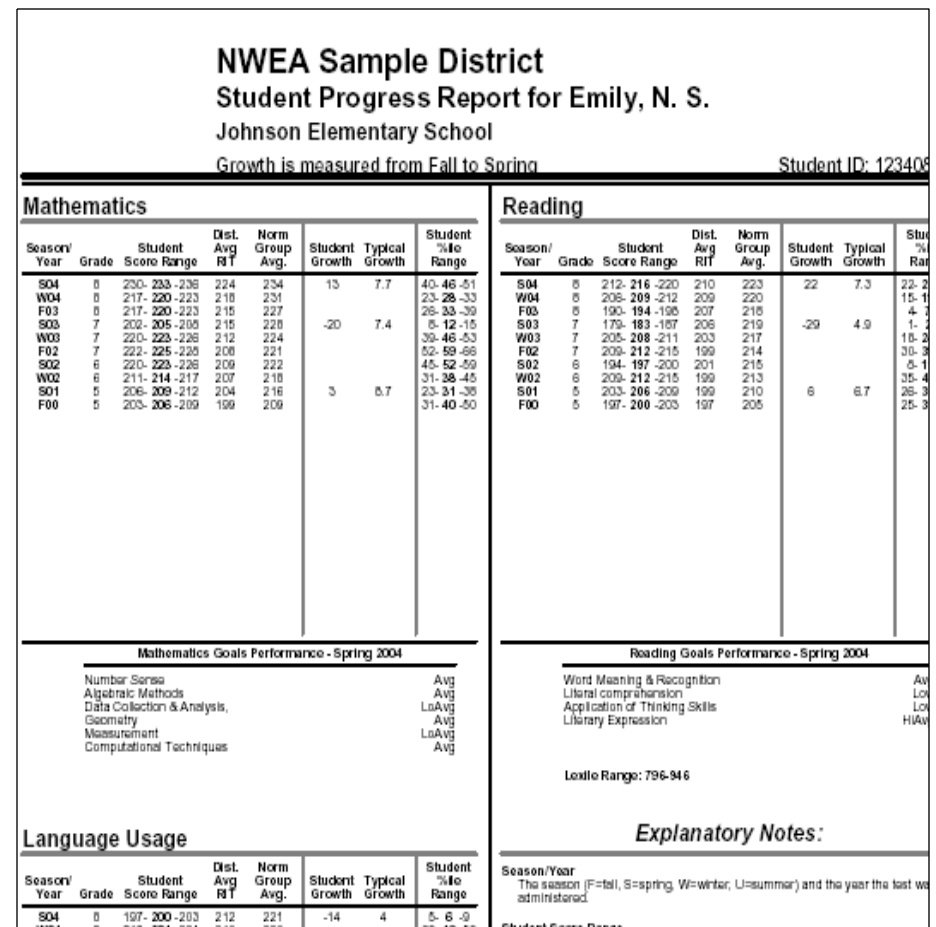
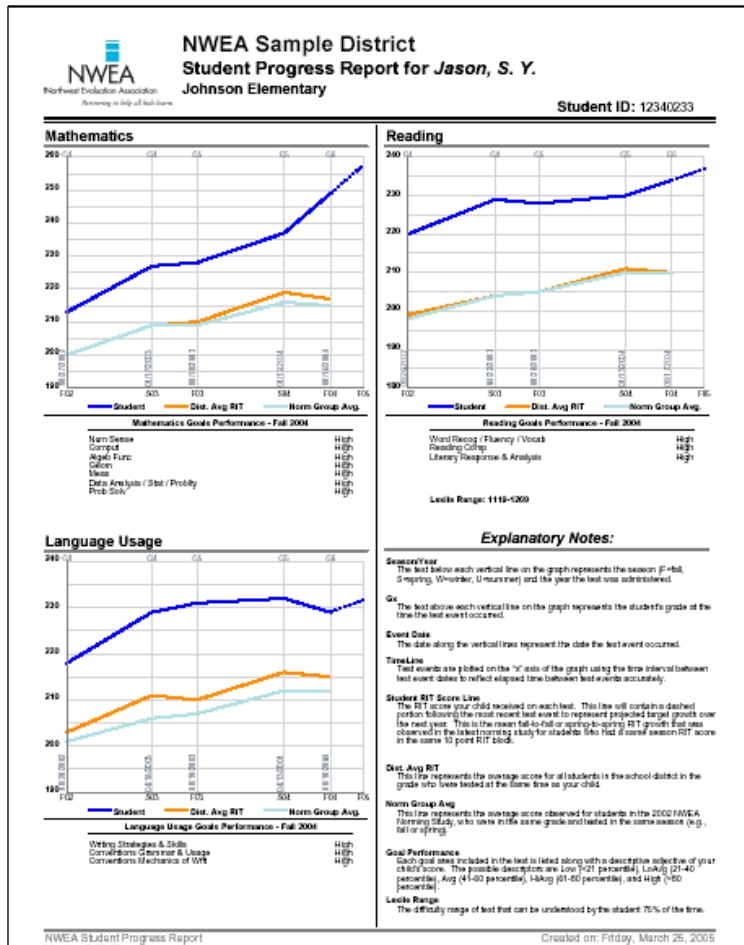
Martin Newberry
Your Reading score is 195
Your Lexile score is 258-408

(Word Meaning 194-210)
(Literal Comprehension 185-201)
(Interpretive Comprehension 183-198)
(Evaluative Comprehension 191-206)
(Literary Concepts 183-198)

The total test time was 00:35:42
All scores presented at the end of a test should be considered preliminary.

Continue

Survey with Goals Reports: Student Report – Class Roster



Survey with Goals Reports: Teacher/Class Report



Teacher Report - Reading Fall 2004

Goal Performance

School: Johnson Elementary (NWEA Sample District)
Class: 46 Berlinger SixthG Homeroom
Teacher: Berlinger, Berlinger
Test: Reading Goals Survey 6+ IN Version 2

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile Range	Goal Performance		
											Word Recog / Fluency / Vocab	Reading Comp	Literary Response & Analysis
12340282	Steven, K. H.	6	S/G	Aug 17	183	3.5	180-187	5	3-7	190-340	182-195	180-193	165-179
12341545	Mitchell, J. N.	6	S/G	Aug 19	200	3.3	197-203	22	16-28	496-646	206-220	190-202	186-198
12341555	Austin, H. R.	6	S/G	Aug 17	203	3.4	200-206	28	22-36	558-708	194-206	194-206	203-214
12340862	Joseph, J. N.	6	S/G	Aug 17	206	3.3	203-209	34	28-44	613-763	193-205	200-211	208-219
12340271	Nishant, N. S.	6	S/G	Aug 17	210	3.4	207-213	44	34-53	676-826	215-228	206-218	186-202
12340371	Victoria, B. E.	6	S/G	Aug 17	212	3.3	209-215	50	42-59	716-866	211-223	204-216	204-215
12341553	Austin, K. E.	6	S/G	Aug 17	212	3.3	209-215	50	42-61	722-872	188-204	204-215	223-238
12340243	Nathan, T. I.	6	S/G	Aug 17	213	3.2	210-216	53	42-61	726-876	212-224	200-212	208-219
12340373	Joshua, L. S.	6	S/G	Aug 17	219	3.4	216-222	70	61-81	852-1002	213-225	216-228	212-224
12340234	Nicholas, S. N.	6	S/G	Aug 17	222	3.3	219-225	78	70-87	903-1053	220-231	220-231	210-222
12340274	Tyda, Q. Z.	6	S/G	Aug 17	224	3.3	221-227	83	73-89	924-1074	208-221	214-226	229-243
12340246	Keith, R. L.	6	S/G	Aug 17	229	3.4	226-232	92	87-95	1022-1172	225-237	221-232	223-235
12341445	Symone, D. Y.	6	S/G	Aug 17	233	3.3	230-236	96	92-98	1087-1237	225-237	228-240	227-238
12340233	Jason, S. Y.	6	S/G	Aug 17	234	3.4	231-237	97	94-98	1119-1269	248-276	227-239	219-231


Totals For: Reading Goals Survey 6+ IN Version 2

Students:	14	Mean:	216.9	213.3	213.5
Mean RIT:	214.3	Std Dev:	18.4	14.1	17.8
Std Dev:	14.0	Median:	217	211	215
Median RIT:	212				

Instructional Resources: Class by RIT



- Groups students with similar learning needs in reading and math
- Click on ‘Mathematics’ or ‘Reading’ to go to breakdown by goal areas
- Use RIT ranges with “Primary Grades Instructional Data” document to see learning statements aligned with student learning indicators

 **Class Breakdown by Overall RIT Score for Johnson Elementary
Johnson Elementary - Fall 2004
Berlinger, Berlinger and 46 Berlinger SixthG Homeroom**

The following table shows how the class is broken down by RIT and subject.

	< 191	191-200	201-210	211-220	221-230	231-240	241 +
Mathematics	J. N. Mitchell (188)		H. R. Austin (205) K. H. Stevan (207)	L. S. Joshua (211) K. E. Austin (213) B. E. Victoria (217) T. I. Nathan (218) Q. Z. Tyda (218)	J. N. Joseph (223) D. Y. Symone (229)	S. N. Nicholas (231) R. L. Keith (232) N. S. Nishant (238)	S. Y. Jason (249)
Reading	K. H. Stevan (183)	J. N. Mitchell (200)	H. R. Austin (203) J. N. Joseph (205) N. S. Nishant (210)	K. E. Austin (212) B. E. Victoria (212) T. I. Nathan (215) L. S. Joshua (219)	S. N. Nicholas (222) Q. Z. Tyda (224) R. L. Keith (229)	D. Y. Symone (233) S. Y. Jason (234)	

Survey with Goals: Additional Reports



- Crystal Reports (via building administrator or MAP coordinator)
 - ▶ Class Report - by name/by RIT
 - ▶ Grade Report - by name/by RIT
 - ▶ Individual Student Progress Report
 - ▶ School and District Summary Report

Differences in Your Data



- Goal structure
 - ▶ Not state defined (future)
- Norms
 - ▶ Initial spring norms at Support & Training page
 - ▶ Preliminary fall norms available by winter '07
 - ▶ Growth norms will be developed over time
- Target RIT
 - ▶ Targets dependent upon growth norms above

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

Accessing Instructional Data



Menu

- Home
- Log Out

Actions

- Change Password

Online Reports

- Teacher Reports
- Class Rosters
- Class By Subject
- Grade By Subject

MAP for Primary Grades

Instructional Resources

- Class By RIT

Data-Tools

- DesCartes
- Primary Grades**
- Instructional Data

DesCartes: A Continuum of Learning

Unleash Potential.

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Dynamic Reporting Suite

The dynamic reporting suite is a new reporting platform that simplifies data analysis and offers educators tools to track student progress (by a student, by a 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.](#)

Link to access Primary Grades Instructional Data: mid-September, 2006

Primary Grades Instructional Data



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

Section 3: Wrap Up

- Understanding components and key features
 - ▶ Questions about the system?
- Administering the test successfully
 - ▶ Clear plan for preparation and implementation?
- Accessing reports and using the data
 - ▶ When and how will we look at the data?

Checking for Updates

- **www.nwea.org**
- Member Support
- MAP for Primary Grades

Sustaining the Momentum

- Consider how you will implement what you've learned:
 - ▶ Fall testing
 - ▶ Spring testing
 - ▶ Next year

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For more information...



**Visit www.nwea.org or contact your
MAP coordinator or NWEA
Client Support representative.**

