

# MAP Testing 101

SLIP/DAC Meeting  
7:00 pm, B1 Conf. Room  
March 30, 2006

# Goals for Tonight

- Background and overview of use in Poway
- What are RIT scores?
- How do you read NWEA Growth Charts?
- How does MAP testing support differentiated instruction?
- How do we use Grade Level Reports? (RIT days)
- How do Lexile levels help with content area resources and text books. (Lexile Calculator)

# History and Overview

- A group of educators decided there had to be a better way
- Began with the End in Mind
- Developed a Pre-K to Post Graduate Continuum of Reading, Language, Math and Science Concepts
- Developed questions that truly analyzed student abilities at each range
- Collected the feedback from testing to develop an accurate learning continuum. (DesCartes)
- Realized that Computer Adaptive Testing would be the most efficient and would allow for immediate feedback

# How Did Poway Get Involved?

## MAP Testing:

- Aligns with state tests
- Predicts results on state tests
- Provides a consistent measure of growth over multiple years
- Reports growth on an equal interval scale
- Provides feedback on the sub-elements of the standards
- Yields local and national norms

# Aligns with State Standards

*Teacher Report - Reading - Winter 2005  
By RIT Score*

*School: Chaparral Elementary School*

*Teacher:* [REDACTED]

*Goal Performance*

Student ID	Student Name	Grade	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Reading Lexile	Word Analysis & Vocabulary	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis
[REDACTED]	[REDACTED]	04	S/G	3/14/2005	221	3.3	218-224	93	82 - 92	980	218	212	231	225
[REDACTED]	[REDACTED]	04	S/G	3/14/2005	221	3.3	218-224	93	82 - 92	975	221	226	218	218
[REDACTED]	[REDACTED]	04	S/G	3/14/2005	222	3.4	219-225	94	84 - 94	1002	214	221	233	222
[REDACTED]	[REDACTED]	04	S/G	3/14/2005	222	3.4	219-225	94	84 - 94	996	218	224	230	217
[REDACTED]	[REDACTED]	04	S/G	3/14/2005	224	3.4	221-227	96	88 - 96	1031	235	219	218	225
[REDACTED]	[REDACTED]	04	S/G	3/14/2005	227	3.5	224-230	97	91 - 98	1085	225	231	226	227
[REDACTED]	[REDACTED]	04	S/G	3/14/2005	228	3.5	224-232	98	92 - 98	1113	250	224	227	217
[REDACTED]	[REDACTED]	04	S/G	3/14/2005	228	3.4	225-231	98	94 - 98	1102	212	253	229	231
[REDACTED]	[REDACTED]	04	S/G	3/14/2005	234	3.5	230-238	99	95 - 99	1210	224	236	241	236

*Total For: Reading*

*No. of Students:* 31  
*Mean RIT:* 215.3  
*Median RIT:* 215  
*Std Dev.:* 8.9

*High:* 19      24      24      27  
*Avg:* 10      4      4      3  
*Low:* 1      2      2  
*Mean:* 213.0      215.9      216.2      218.5  
*Median:* 213      216      216      218  
*Std Dev.:* 11.9      12.2      12.4      7.8

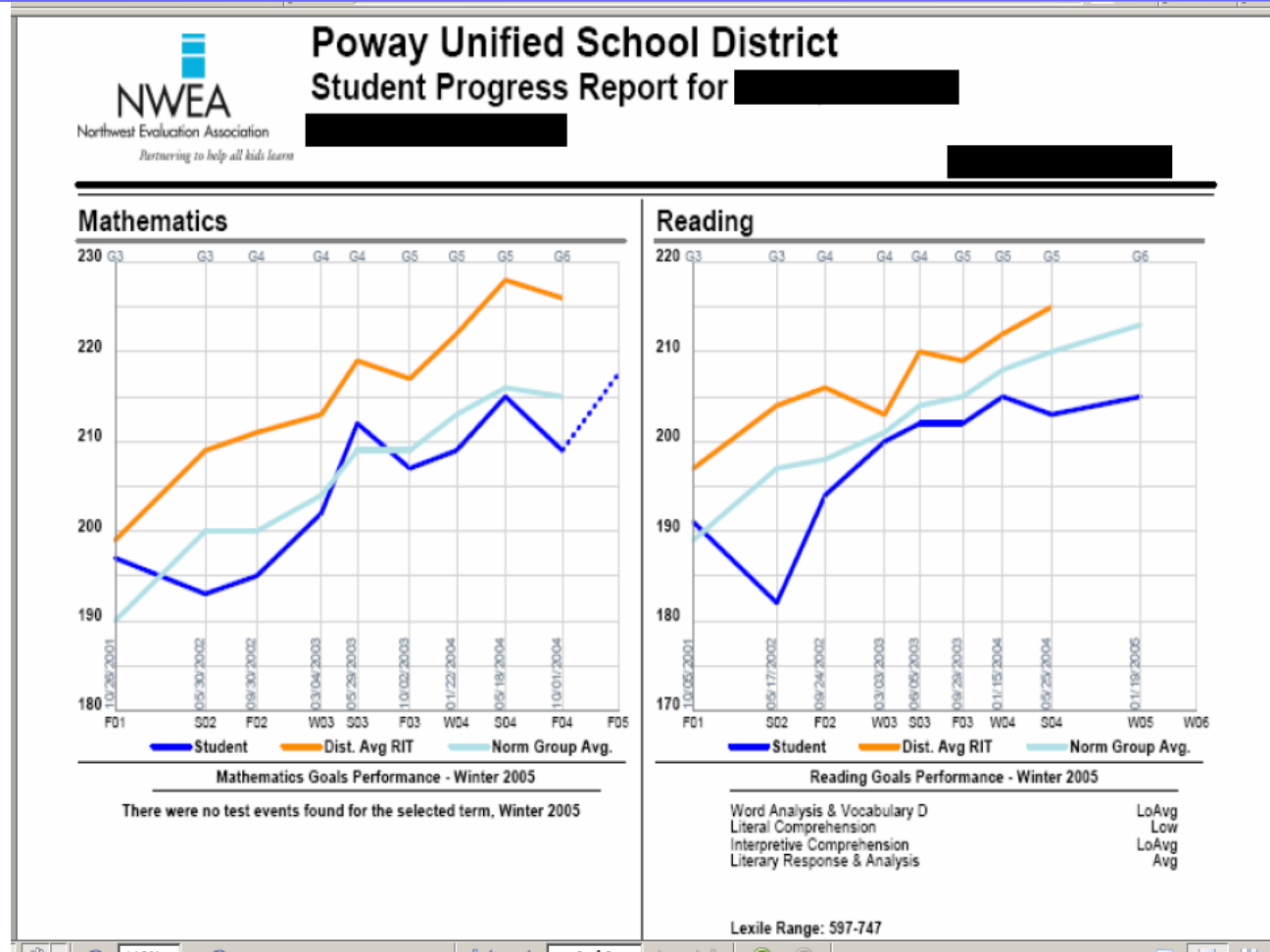
# Predicts Results on State Tests

## MAP and California Standards Test Correlations (Elementary, Current for '05-'06 School Year)



Grade Level/ Test	MAPs Median Scores		Minimum Spring RIT Score Needed to Achieve "Proficient" on the CST			
	Fall	Spring	Below Basic	Basic	Proficient	Advanced
2 <sup>nd</sup> Reading	179	188	159	170	188	202
2 <sup>nd</sup> Language Usage	180	190	164	175	193	205
2 <sup>nd</sup> Math	178	189	162	173	185	196
3 <sup>rd</sup> Reading	191	200	176	188	203	214
3 <sup>rd</sup> Language Usage	194	201	176	191	206	217
3 <sup>rd</sup> Math	191	201	173	190	202	215
4 <sup>th</sup> Reading	200	206	174	191	208	218
4 <sup>th</sup> Language Usage	203	207	177	192	210	220
4 <sup>th</sup> Math	201	209	180	198	212	225
5 <sup>th</sup> Reading	207	213	185	200	217	228
5 <sup>th</sup> Language Usage	209	213	191	201	218	228
5 <sup>th</sup> Math	209	217	194	211	224	245
6 <sup>th</sup> Reading	212	217	190	204	220	230
6 <sup>th</sup> Language Usage	214	217	195	205	221	229
6 <sup>th</sup> Math	216	222	189	214	231	252

# Provides a consistent measure of growth over multiple years



# Reports Growth on an Equal Interval Scale

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## Measures of Academic Progress for Mathematics

RIT scores between 181 and 190	RIT scores between 191 and 200	RIT scores between 201 and 210	RIT scores between 211 and 220	RIT scores between 221 and 230
Number Sense and Operations	Number Sense and Operations	Number Sense and Operations	Number Sense and Operations	Number Sense and Operations
<p><i>Whole Numbers</i></p> <ul style="list-style-type: none"> <li>Subtract a 2-digit number from a 3-digit number with a single regrouping</li> <li>Identify the division facts related to a multiplication fact with one factor as 1,2,3,4,5 and the other factor 0-9</li> <li>Understand the concept of division using concrete objects</li> <li>Subtract a 3- or 4-digit number from a 4-digit number with regrouping</li> <li>Use strategies to develop computational fluency with multiplication: "zero property," "property of one," "arrays," doubles," "nine patterns"</li> <li>Multiply a 3-digit by a 1-digit number with regrouping (including zero)</li> <li>Multiply three 1-digit numbers or 2-digit</li> </ul>	<p><i>Whole Numbers</i></p> <ul style="list-style-type: none"> <li>Solve simple addition word problems</li> <li>Find and extend patterns</li> <li>Demonstrate the associative, commutative, and zero property of addition</li> <li>Identify the associative, commutative, identity and zero property of multiplication</li> <li>Solve one-step word problems involving multiplication</li> <li>Subtract multi-digit numbers with regrouping</li> <li>Round 4- and 5-digit numbers to the nearest hundred thousand, thousand, hundred or ten</li> <li>Multiply a 2-digit number by a 2-digit number with no regrouping</li> <li>Multiply a 2-digit number by a 2-digit number with regrouping</li> </ul>	<p><i>Whole Numbers</i></p> <ul style="list-style-type: none"> <li>Understand the concept of division using pictorial representation</li> <li>Use front-end estimation strategy for multiplication and division</li> <li>Divide a 2-digit number by a 2-digit number with a remainder</li> <li>Subtract multi-digit numbers without using a calculator</li> <li>Multiply by multiples of 10 and 100 with an emphasis on mental math</li> <li>Divide a 3-digit number by a multiple of 10</li> <li>Divide a 3-digit number by a 2-digit number (no zeros)</li> </ul>	<p><i>Whole Numbers</i></p> <ul style="list-style-type: none"> <li>Divide a 3-digit or 4-digit number by a 1-digit number</li> <li>Use multiplication as a check for division</li> <li>Multiply by multiples of 10 and 100 with an emphasis on mental math</li> <li>Divide a 4-digit number by a 2-digit number</li> </ul>	<p><i>Whole Numbers</i></p> <ul style="list-style-type: none"> <li>Solve for missing addends in an addition or subtraction sentence</li> <li>Develop computational fluency with division facts</li> <li>Divide multi-digit numbers using a calculator</li> <li>Introduce the math strategy of compatible numbers in estimating for all four operations</li> </ul>

# Provides Feedback on the Sub-elements of the Standards

	Word Analysis and Vocabulary	Word Analysis and Vocabulary	Word Analysis and Vocabulary	Word Analysis and Vocabulary	
211 - 220	221 - 230	231 - 240	241 - 250	251 - 260	261 - 270
<a href="#">Frances Clayton</a> 217 (1068)	<a href="#">Peter Simon</a> 223 (1103) <a href="#">Amanda Cobb</a> 226 (1187) <a href="#">Marie Schwartz</a> 226 (1180) <a href="#">Raymond Delgado</a> 228 (1247) <a href="#">Carl Norton</a> 228 (1200) <a href="#">Christine Simon</a> 229 (1328) <a href="#">Kathleen Farmer</a> 230 (1237)	<a href="#">Pamela Glover</a> 231 (1141) <a href="#">Stephanie Floyd</a> 233 (1232) <a href="#">Peter Alvarado</a> 234 (1225) <a href="#">Raymond Aguilar</a> 235 (1305) <a href="#">Kathleen Delgado</a> 235 (1535) <a href="#">Gregory Glover</a> 235 (1219)	<a href="#">Dennis Cobb</a> 242 (1398) <a href="#">Kathleen Vega</a> 248 (1365)	<a href="#">Raymond Vega</a> 258 (1428) <a href="#">Christine Waters</a> 258 (1335) <a href="#">Peter Waters</a> 259 (1388)	<a href="#">Kathleen Vega</a> 264 (1442) <a href="#">Raymond Vega</a> 265 (1394)
Literal Comprehension	Literal Comprehension	Literal Comprehension	Literal Comprehension	Literal Comprehension	Literal Comprehension
211 - 220	221 - 230	231 - 240	241 - 250	251 - 260	261 - 270
<a href="#">Frances Clayton</a> 215 (1068)		<a href="#">Amanda Cobb</a> 231 (1187) <a href="#">Carl Norton</a> 231 (1200) <a href="#">Peter Simon</a> 232 (1103)	<a href="#">Peter Alvarado</a> 241 (1225) <a href="#">Dennis Cobb</a> 241 (1398) <a href="#">Kathleen Farmer</a> 244 (1237)	<a href="#">Raymond Vega</a> 258 (1394)	<a href="#">Kathleen Delgado</a> 266 (1535)

# Dynamic Reporting to Inform Instruction and Document Growth for Students

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[Class Breakdown by Goal Area for Math](#)

[Class Breakdown by Goal Area for Math Without Continuum](#)

## Class Breakdown by Overall RIT Score

School: Ladder Elementary    Class: Elem Classroom 03

Teacher: Teacher, Peg    Test: Math Goals Survey 3-5 Pre

161 - 170	171 - 180	181 - 190	191 - 200	201 - 210
<a href="#">Walter Moody</a> 164 (228)	<a href="#">Stephanie Blake</a> 179 (332)	<a href="#">Dennis Norman</a> 182 (28) <a href="#">Dennis Malone</a> 187 (550)	<a href="#">Walter Blake</a> 191 (415) <a href="#">Stephanie Maxwell</a> 191 (646) <a href="#">Stephanie Blake</a> 195 (816) <a href="#">Amanda Norman</a> 195 (433) <a href="#">Stephanie Quinn</a> 199 (637) <a href="#">Amanda Norman</a> 200 (467) <a href="#">Frances Norton</a> 200 (550)	<a href="#">Dennis Flowers</a> 203 (761) <a href="#">Dennis Flowers</a> 203 (815) <a href="#">Walter Blake</a> 204 (677) <a href="#">Amanda Hammond</a> 204 (853) <a href="#">Amanda Webster</a> 204 (931) <a href="#">Walter Maxwell</a> 206 (584) <a href="#">Carl Massey</a> 207 (875)

Let's visit the "actual site": <http://www.pusdmap.com>

# The Impact on Teachers and Students



The screenshot shows a software window titled "Class Breakdown by Oral Area for Reading". The window displays a table with columns for student names, scores, and assessment details. The table is organized into several columns, each representing a different student or group. The data is presented in a clear, structured format, likely used for tracking student progress and providing feedback.

011 - 200	011 - 210	011 - 220	011 - 230	011 - 240	011 - 250
Christina Cubbin 183 (27)	Richard Schubert 179 (26)	Mark Marshall 182 (27)	Clay Friedman 184 (28)	William Friedman 187 (29)	Mark Wicks 184 (28)
Word Analysis and Vocabulary Development	Word Analysis and Vocabulary Development	Word Analysis and Vocabulary Development	Word Analysis and Vocabulary Development	Word Analysis and Vocabulary Development	Word Analysis and Vocabulary Development
Contextual Meaning and Vocabulary - Use context to find the	Contextual Meaning and Vocabulary - Find a synonym	Contextual Meaning and Vocabulary - Use context to infer	Contextual Meaning and Vocabulary - Use context to infer	Contextual Meaning and Vocabulary - After reading a sentence with	Contextual Meaning and Vocabulary Development

- Changed dramatically when we changed the format of our reporting
- Feedback was immediate and informative, focusing instruction and increasing student motivation



# The Process of Discovery for Teachers

- For the first time, we felt we had an assessment that really showed us where each student was in his or her learning by specific standard strand or goal area
- Instruction became more focused
- Differentiation became more manageable
- The correlation with the CST allowed us to focus on LEARNING, knowing test scores would take care of themselves



# Exciting Discoveries with Students

- Students exhibited a “Video Game Mentality”
- They started asking the right questions about what to do to “get to the next level” and began to understand the connection between work, learning and progress
- Students began to set goals
- Students became more articulate about what they need to know

## Amazing discoveries had to be shared

...so we developed web sites to disseminate best practices. Here is our new portal site that links to all the others:

<http://www.pusdmap.com>

# Contact Information

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