MAPs

Measuring Academic Progress

MEASURES OF ACADEMIC PROGRESS (MAPs)

Reading Core Assessment, Grades 3-5

WHAT:
The MAPs Reading test is a criterion-referenced computer adaptive test of basic reading skills. MAPs help determine student achievement levels in the following areas of reading:

- Word Recognition
- Literal Comprehension
- Interpretive Comprehension
- Literacy Analysis

For descriptions of these areas and sample questions see "Interpreting the NWEA RIT Scale Scores" included in this guide. Also see the Student Guide to MAPs and the Parent Guide to MAPs in this guide.

WHY:
Alignment of instruction to state standards and Poway Essential Learnings is critical component of instructional decision making. The MAPS Reading test is highly correlated to State standards and is an excellent predictor of performance on the California Standards Test (CST). The MAPs Reading test pinpoints the appropriate achievement level and general areas of strength and weakness. It is highly accurate and sensitive to instructional interventions of only 6-8 weeks. MAPs Reading progress reports show student progress over multiple years or multiple administrations.

It provides feedback to the teacher, student and parent that can be useful for directing instructional interventions. See also correlation tables in this guide.

HOW:
MAPs should only be administered in a controlled testing environment, free from outside distractions. The best testing situations is a whole class testing situation in the classroom or in a lab.

WHEN:
MAPs can be administered at any time during the school year. A child can take the test up to four times a year and not see the same test items. The MAPs results best serve the teacher when administered near the beginning of the year and at predetermined intervals during the year such as mid-year or at the end of the year. The results are available via internet within 24 hours at: http://reports.nwea.org.

See also Poway assessment website at : http://etis.pusd.arcweb/arc.html for information about MAPs include a pre-test PowerPoint presentation for students, How to Read and Interpret Score Reports and more.

Interpreting MAPs Scores to Differentiate Instruction

- Start with a Class Report Overview using the fall scores and the Interpreting Class Reports Guide. (Look at the standard deviation and areas of concern 3 points below the class average using the monitoring growth chart)
  http://powayusd.sdcoe.k12.ca.us/projects/edtechcentral/maps.htm

- Fall scores provide goal performance data by strands. This information can provide a guideline for grouping and can also help you narrow instructional needs more specifically within a general RIT score range.

- Using those guides, group and provide instruction. All your observations, assessments, and work samples chart the learning course and determine changes in grouping.

- Winter scores strictly deliver an overall RIT score. Combining this data with the fall data can affirm what you've been observing or reveal a need to progress further or to reteach.

- Use the following website to access the Learning Continuum by RIT score and subject area. It will make your work as an instructor and diagnostician far more efficient!

http://powayusd.sdcoe.k12.ca.us/teaching/assess/maps/

Monitoring Growth in Student Achievement

In 2002, NWEA competed a norming study designed to describe student achievement status and growth along the RIT scales. The study included over 1.05 million students from 323 school districts in 24 states who were administered Achievement Level Tests and Measures of Academic Progress tests. These assessment instruments are uniquely designed to provide accurate measurement of student achievement and student growth across time.

Mathematics Achievement and Growth

	Fall		Spring		Ending	Mean Growth		
						Fall to	Fall to	Spring to
Grade	Median	Mean	Median	Mean	Grade	Spring	Fall	Spring
2	178	177.6	189	188.2	2	15.7	n/a	n/a
3	191	189.7	201	199.7	3	11.8	13.4	12.8
4	201	200.4	209	208.6	4	8.9	12.0	9.3
5	209	208.9	217	216.4	5	8.8	9.3	9.2
6	216	215.2	222	221.9	6	8.1	7.3	6.4
7	222	220.9	228	227.5	7	6.9	8.5	6.9
8	228	227.2	235	234.0	8	7.1	7.7	8.1
9	231	229.8	244	240.9	9	5.8	6.2	7.8
10	235	232.7	251	248.2	10	4.8	4.9	2.4

Achievement and growth for students in the norming study are described in the tables to the left. The mean and median values are based on all students in the study for that season. The **median** is the 50th percentile rank; half the students for the grade scored above this level and half scored below. The **mean growth** values are based only on students with scores from each of the testing seasons used to estimate growth.

Reading Achievement and Growth

	Fall		Spring		Ending	Mean Growth		
						Fall to	Fall to	Spring to
Grade	Median	Mean	Median	Mean	Grade	Spring	Fall	Spring
2	179	177.7	188		**2**			n/a
3	191	188.7	199		**3**			11.9
4	200	198.0	206		**4**			7.6
5	207	205.2	212		**5**			7.0
6	212	210.5	217		**6**			5.2
7	216	214.4	221		**7**			4.3
8	220	218.3	225		**8**			4.3
9	223	221.0	226		**9**			3.0
10	225	223.1	226		**10**			3.3

The RIT scores and mean growth values in these tables simple reflect **typical student performance** at each grade level and should not be used as a long-term goals or stopping points.

Remember, the MEAN, or average can be affected by one unusually high or low student. The MEDIAN, or middle score, indicates that the same number of students scored above it as below it. This makes the median a bit more stable and accurate when looking at student growth.

Language Usage Achievement and Growth

	Fall		Spring		Ending	Mean Growth		
						Fall to	Fall to	Spring to
Grade	Median	Mean	Median	Mean	Grade	Spring	Fall	Spring
2	180	180.0	190	189.0	**2**	n/a	n/a	n/a
3	194	191.6	201	199.0	**3**	9.3	n/a	10.7
4	203	200.9	207	205.5	**4**	6.5	9.6	7.5
5	209	207.3	213	211.5	**5**	5.8	6.4	6.4
6	214	212.2	217	215.3	**6**	4.5	5.1	4.3
7	217	215.2	220	218.4	**7**	3.6	3.8	3.6
8	220	218.7	223	221.3	**8**	3.5	3.2	3.4
9	222	220.4	224	223.4	**9**	2.4	2.6	2.4
10	224	222.2	224	222.5	**10**	1.9	1.9	1.2

Application Tip:

One school district was studying the growth charts for their district and noticed a significant lack of growth in one subject at a specific grade level. When they started researching the problem, they discovered that the textbook used at that level had very LITTLE new information. So they adopted a new text and wrote additional units, solving the problem.