

Assessment Instrument Description: NWEA MAPS

Element	Description	MAPs for grades 2-12
Instrument Name	Name of specific instrument (more than vendor name).	MAPs (Measures of Academic Progress) in mathematics, reading and language MAPs for Science
Vendor	Name of the company or organization that produces the instrument.	Northwest Evaluation Association (NWEA)
Purpose (Intended Use)	The described purpose and appropriate uses of the instrument.	<p>The MAP assessment system provides educators with information that can be used to improve teaching and learning. It combines adaptive technology, assessment content, a vertical measurement scale, and educator resources to provide a stable, reliable growth measure for students. The data gives teachers, administrators, and policy makers' reliable and accurate verification of this growth.</p> <p>Given that all students may not be at grade level, MAP serves to identify the instructional level of each child whether at, above, or below grade level. Unlike a statewide summative assessment, MAP poses questions that are not always grade-level questions. The assessment adapts as a student is taking it and is unique to that student. Once a score is determined, teachers are given learning objectives matched to that student's score.</p> <p>Since MAP and MAP for Primary Grades assessments are on the same scale, there is flexibility in the use of these instruments at the "transitional" second grade. For some second grade students, MAP for Primary Grades may be most appropriate based on their current mathematics and reading achievement levels. For other second graders who read independently, MAP could be administered. This level of flexibility in administration helps ensure that each student has the opportunity to demonstrate his or her optimal level of performance.</p>
Types of Instruments	Interim, Summative, Diagnostic	Interim
Content area and Student Population	Who (which students) could be assessed using the instrument.	<p>MAP for reading, language, mathematics is available for students grades 2-12</p> <p>MAP for Science is available for grades 2 - 10 (prior to more specialized science curriculum in upper high school).</p>

Appropriate Use	Not just what vendor states	
When? How frequently?	How frequently the instrument can be administered in a school year, and recommended or required administration windows.	Each MAP subject area instrument (mathematics, reading and science) can be administered up to 3 times per year.
Content Area (s)	Content area or areas being assessed.	Mathematics, Reading, Science, and Language Usage
Learning Objectives	Specific learning objectives being assessed, at as detailed a level as is provided. This may be "topics" or categories or may be actual learning objective statements.	<p>The MAP Mathematics, Reading, and Language Usage tests are appropriate for students in grades 2-12 and include the following test types:</p> <p>Survey with Goals Test—adaptive tests designed to measure achievement of students as they grow through the grades. Survey with Goals tests typically consist of more than forty questions and provide an overall RIT score for the subject as well as sub-scores in each of the goal performance areas. The accuracy of these tests allows the results to be used to measure student growth as well as current achievement level status. Survey with Goals tests can be administered three times per academic year.</p> <p>Survey Test—a twenty-item adaptive test that gives an overall RIT score. Survey tests typically take about thirty minutes to administer, and they are most commonly used for course placement and intake.</p> <p>MAPs Reading, Language usage, Mathematics, Science Grades 2-12 Math includes: Algebra I, Geometry, Algebra II, Integrated Mathematics I and II, and Integrated Mathematics III</p> <p>Reading includes: Word recognition, Word Study, Fluency, Narrative Text, Informational Text, and Comprehension and Metacognition</p> <p>Language usage includes: Writing Genre, Writing Process, Grammar and Usage (Grammatical Structures), Grammar and Usage (Punctuation and Capitalization), and Spelling</p>

MAP for Science Grades 2-10

Covers specific science concepts within the three major domains of science: Life sciences, earth and space sciences, and physical sciences. Also measures a student's performance in both the processes used in science and the major themes underlying the science disciplines.

MAP Math Grades 6+

Algebra, Functions, Expressions, and Equations

Real and Complex Number Systems

Geometry

Statistics and Probability

Individual Metrics

The scores provided at the individual (student) level.

- **RIT Score (Scale Score):** This is the student's overall scale score on the test. **Standard Error:** The standard error of measurement is an estimate of the precision of the achievement (RIT) score. The smaller the standard error, the more precise the achievement estimate is.
- **RIT Range:** We would expect that if a student took the test again relatively soon, the score would fall within this range about 68% of the time.
- **Percentile Rank:** The percentage of students in the national norm group for this grade that this student's score equaled or exceeded. **Percentile Range:** The range of percentile scores corresponding to the RIT range. Similar to RIT range, if a student were to take the test again soon, he or she would fall within this percentile range 68% of the time.
- **RIT Growth:** RIT Point Growth values are the number of RIT points gained by a student. The NWEA Growth Index represents the number of RIT points by which the students exceeded the average growth (plus values), fell short of the average growth (minus values), or equaled the average growth (0), as determined by the RIT point growth norms.
- **Lexile Range:** A score (displayed as a 150-point range) that can be used to find text of appropriate difficulty. By matching each student's reading skill to books, the Lexile Framework can locate the level at which a student is being challenged without being frustrated.
- **Goal Performance:** These columns summarize the students' performance in the goal strands tested in this subject. Data will only show up in these columns if a student took a Goals Survey test. Goal performance of LO means that the student is performing at the 33rd percentile or lower. Goal performance of AV means that the student is performing between the 33rd and 66th percentile. Goal performance of HI means that the student is performing at or above the 66th percentile.
- **Growth Standard Error:** Amount of measurement error associated with the term-to-term growth. If the student could be tested again over the same period with comparable tests, there would be about a 68% chance that term-to-term growth would fall within a range defined by the term-to-term

		<p>growth plus and minus the Growth Std Error.</p> <ul style="list-style-type: none"> • Target Growth: Mean growth that was observed in the latest norming study for students who had a starting RIT score in the same 10 point RIT block. • Target RIT: The minimum RIT score the student would attain if their Growth Target was met (starting RIT + Growth Target). • Growth Target Met: Indicates <i>Yes</i> if the student’s term-to-term growth was equal to or exceeded the Growth Target. Indicates <i>No</i> if the growth was less than the Growth Target. • Growth Index: The RITs by which the student exceeded the Target RIT (plus values), fell short of the Target RIT (minus values), or exactly met the Target RIT (0).
Individual Comparison Points (cut scores) Vendor	Information provided regarding how good is good enough performance on the instrument. Comparison information should be available for every individual metric. This may be performance level ratings with specific cut scores.	<p>The difference between the fall and spring RIT point is used to determine if the students met or did not meet their target projection growth.</p> <ul style="list-style-type: none"> • Projected Proficiency Category (proficiency category based on linking NWEA to the state assessment) for each RIT score • Growth Projection (mean growth that was observed for students who had the same starting score) • Projected RIT Score • Growth Index (the RITs by which the student exceeded or fell short of projected RIT) <p>Percentile rank provides information with how this student’s score compares to the norm group</p>
Aggregate Metrics	Scores provided at the group level. The group could be a grade level, school, district, or disaggregated groups (e.g. race/ethnicity, gender, IEP status, FRL status) Specify the group(s) and the score(s) provided.	<p>Aggregate metrics are provided at the classroom, school (over-all and by grade), district by grade, and district by school. Aggregate are available within 72 hours of test completion.</p> <ul style="list-style-type: none"> • Mean RIT: Average score of students in this class for this content area. • Median RIT: Middle score of the group for this content area. • Standard Deviation: Indicates the variability of RIT scores within this group. A larger standard deviation generally reflects a wider range of scores and achievement within a class. • Count of students with Valid Beginning and Ending Term Scores: The number of students on which all group growth statistics is based. • Overall Percentage of Target RIT Met or Exceeded: This is the total student growth divided by the total of target RITs expressed as a percentage. Shows the proportion of the overall RIT growth targets achieved by the students. Performance of 100% is considered average, meaning the student growth equaled the targets. Use in conjunction with the percentage of Students who Met or Exceeded their Target RIT.

		<ul style="list-style-type: none"> • Percentage of students who Met or Exceeded their Target RIT: The percentage of students with a Growth Index Value of greater than or equal to zero. • Count of students who Met or Exceeded their Target RIT: The number of students with a Growth Index Value of greater than or equal to zero.
Aggregate Comparison Points (cut scores) Vendor	Information provided regarding how good is good enough performance at the group level.	<ul style="list-style-type: none"> • Projected Proficiency Category • Growth projection <p>The NWEA report provides data that depicts vast differences across states in how NCLB proficiency levels are both set and achieved.</p> <p>The NWEA data also allows for comparison of proficiency levels within a state in a single subject across grades. A careful look at the data shows that some states are more consistent in how they set proficiency levels across grades than others.</p>
Aggregate Comparison Points (cut scores) CDE	Cut scores identified by CDE for requests to reconsider	(see table below)
Alignment	Information provided by the vendor about alignment of this instrument to other instruments, standards, etc.	<p>MAP is aligned to a state’s content standards that are published on each state education agency website. MAP measures progress to the standards. Each district has a curriculum that supports those standards.</p> <p>NWEA researchers and test developers study standards throughout the year to ensure that MAP tests reflect current requirements.</p> <p>Each test is aligned to Colorado’s standards. At this time (2012-2013), the tests are aligned with the old CO Model Content Standards. NWEA, the company that creates the MAP tests, is in the process of a realignment study. Recently, NWEA completed a project to connect the scale of Colorado student assessment program mathematics and reading assessments with NWEA’s RIT scale. Information from the state assessments was used in a study to establish performance-level scores on the RIT scale that would indicate a good chance of success on these tests.</p> <p>MAP for Science is aligned to state standards, and to the two national standards, the American Association for the Advancement of Science Benchmarks for Science Literacy, and the National Research Council's National Science Education Standards.</p>

Data Reports	Description of data reports that are provided/available at the individual and aggregate level(s).	Class report provides class data for current testing term sorted by RIT score. Includes goal RIT ranges. Achievement Status and Growth Summary Class Report provides each student's term-to-term growth and shows how that growth relates to the student's growth targets. Growth targets come from the 2002 NWEA RIT Scale Norms.
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Technical Quality	
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CDE Cut Scores

READING		
	FALL RIT Scores	Spring RIT Scores
Grade	50th Percentile of RIT mean	50th Percentile of RIT mean
K	142	156
1	160	174
2	176	187
3	190	198
4	199	205
5	206	211
6	212	216
7	216	219
8	219	222
9	221	225
10	222	225
LANGUAGE USAGE		
	FALL RIT Scores	Spring RIT Scores
Grade	50th Percentile of RIT mean	50th Percentile of RIT mean
2	176	188

3	191	199
4	200	205
5	208	212
6	212	215
7	216	218
8	218	220
9	220	223
10	222	224
MATHEMATICS		
	FALL RIT Scores	Spring RIT Scores
Grade	50th Percentile of RIT mean	50th Percentile of RIT mean
K	144	158
1	162	177
2	178	189
3	192	202
4	203	210
5	211	219
6	218	224
7	225	229
8	229	232
9	232	236
10	235	237