Measures of Academic Progress® | MAP®

MAP®Administration Web-Based Workbook

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Web-Based MAP® Administration

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For future use, a copy of this worksheet is available at NWEA.org/worksheets.

Making Connections Scenario for MAP®

As you read the scenario and complete the associated activities, you will discover new information about the key concepts and characteristics of the Measures of Academic Progress® (MAP®) assessments.

Activity materials include:

- The *Reports Portfolio*, which includes reports you will reference.

- The *Normative Data* document, which connects your reports' scores to those of a larger group.

- The *Making Connections Worksheet*, a tool to document your observations.

Note: Recording your observations on the *Making Connections Worksheet* after each activity will help with a later activity in this training.

Scenario: Part 1

Mary M. Vosburg, a fifth grader in your class, is taking computer-adaptive assessments called MAP to measure her academic growth and find her level of instructional readiness. Mary may take the MAP *Survey with Goals* assessment up to four times per year.

Each time Mary answers a question, the test scores Mary's prior answers in order to select the following question. If she answers a question correctly, she will be presented with a more difficult question. If Mary answers a question incorrectly, she will be given an easier question. Upon completing the assessment, she will receive a separate overall RIT score in Reading, Mathematics, and Language Usage (for example, in Mathematics, Mary scores a 210).

Activity

In your *Reports Portfolio*, please:

1. Use the *Class Report* Summary to determine the Norm Grade Level Mean RIT in Reading. _____ This mean RIT is the typical fall Reading RIT score for fifth grade. The norm grade level mean scores for all grades and subjects is found on the Normative Data document.

2. Use the next page of the *Class Report* to determine Mary Vosburg's overall score in Reading. _____

3. Use the *Class Report* to determine Mary's Percentile Rank (%ile) in Reading. _____ The Percentile Rank refers to the percentage of students in the national norms group for a certain grade that a score equals or exceeds.

✎   Enter your observations on your *Making Connections Worksheet*.

Scenario: Part 2

You want to investigate your students' academic diversity, so you decide to pull up the *Class Breakdown by RIT Report* to help decide how best to meet your students' academic needs. This report shows each student's overall performance in each subject, broken down by ten-point RIT bands.

Activity A

Use the *Reports Portfolio* to complete the following.

1. In Part 1, Question 1, you identified the typical fall Reading RIT score for fifth grade. Use this score to identify which RIT band (Ex: 221-230) reflects students performing at this level.

   _____

2. What information does this report provide about how best to organize instruction that will meet Mary's needs in Reading?

   _____

   _____

Activity B

As Mary's teacher, you want to learn more about her relative areas of strength and concern in Reading. To do so, click on the subject name, **Reading**, on the *Class Breakdown by RIT Report* to reference the *Class Breakdown by Goal Report*. This report shows each student's performance in Reading, broken down by ten-point RIT bands.

Use the *Reports Portfolio* to complete the following.

1. On the *Class Breakdown by Goal Report* for Reading, locate Mary Vosburg (M. M. Vosburg) in the row labeled "Informational Text."

2. Mary's overall RIT score in Reading is _____. (Her overall RIT score for Reading follows her name.) Mary's RIT band for Informational Text is_____. Because her RIT band for Informational Text is higher than her overall RIT score, Informational Text is an area of relative strength for her.

3. Relative to her overall RIT score, what goal might be of concern? _____

   Why? _____

   _____

   _____

   ✎   Enter your observations on your *Making Connections Worksheet*.

Scenario: Part 3

On the *Class Breakdown by Goal Report*, the RIT bands into which Mary falls indicate her level of instructional readiness for each goal. These RIT bands point to learning statements that align with your state standards' content, organized in a learning continuum called *DesCartes: A Continuum of Learning*®.

You are planning your next unit, beginning with the concepts of Main Idea and Supporting Details.

- On the *Class Breakdown by Goal Report* for Reading, locate the goal labeled "Literature" and identify which RIT band includes Mary.

- Click on the **‹all students in cell›** link. This displays those *DesCartes* pages applying to students who fall in the same RIT band as Mary for Literature.

Of the three columns in *DesCartes*, the middle column identifies those skills and concepts Mary is instructionally ready to learn. This information can guide your lesson planning and instruction to fit your students' levels of readiness.

Activity

Use the *DesCartes* Reading page in your *Reports Portfolio* to complete the following.

1. Based on the *DesCartes* learning statements for Mary's RIT band (201-210), how might you modify the instructional activity in your unit for her and her group?

    _____

    _____

2. Which activity best reflects what Mary is ready to learn, based on the *DesCartes* example?

    ❑ Read a one-paragraph passage and identify from a series of possible titles which choice best represents the main idea and would make the best title.

    ❑ Read a complex three-paragraph passage, along with several examples of possible summaries for that passage. Rank the summaries from best to worst (with one being the best), according to how accurately they represent the main idea.

    ❑ Read a complex three- to five-paragraph passage containing extensive dialogue. Briefly summarize this passage in your own words, including the passage's main idea and referencing supporting details as necessary.

3. What else might you need to consider? _____

    _____

    _____

    ✎ Enter your observations on your *Making Connections Worksheet*.

Making Connections Worksheet
MAP® for Primary Grades

	A Screening	B Skills Checklist	C Survey with Goals
Description	Adaptive?	Adaptive?	Adaptive?
Tests Available			
Scores	Instructional level or diagnostic? Normative Data?	Instructional level or diagnostic? Normative Data?	Instructional level or diagnostic? Normative Data?
Audience			
Testing Intervals			
How Might I Use These?			

For future use, a copy of this worksheet is available at NWEA.org/worksheets.

Making Connections Scenario for MAP® for Primary Grades

As you read the scenario and complete the associated activities, you will discover new information about the key concepts and characteristics of the MAP for Primary Grades (MPG) assessments.

Activity materials include:

- The *Reports Portfolio*, which includes reports you will reference.

- The *Normative Data* document, which connects your reports' scores to those of a larger group.

- The *Making Connections Worksheet*, a tool to document your observations.

Note: Recording your observations on the *Making Connections Worksheet* after each activity will help with a later activity in this training.

- The *Assessment Coordination Guide – Appendix A: Test Selection Details* document provides detailed information on the MAP for Primary Grades assessments.

Scenario: Part 1

Bret Lambert is a first grader in your class. Since kindergarten, he has taken the three different tiers of MPG assessments – *Screening*, *Skills Checklist*, and *Survey with Goals* assessments – which comprise the MPG assessment system in reading and math.

In kindergarten, Bret took two assessments: the *MPG Screening: Reading Early Literacy*, which assesses a student's abilities related to rhyming, letter identification, and concepts of print, and the *Screening: Mathematics Early Numeracy*, which assesses a student's ability to count, identify numbers, and do basic computations. These assessments are adaptive, asking more challenging or more basic questions depending on a student's responses.

Activity

Use the *Assessment Coordination Guide – Appendix A: Test Selection Details* document and the *Reports Portfolio* to answer the following questions.

1. Locate Bret's *MAP for Primary Grades Student Report: Screening: Reading Early Literacy*. How did Bret perform on the Visual Discrimination/Phonics portion of the assessment?

   _____

2. Which implications can you draw from Bret's screening assessment that might help you design instruction to meet his individual needs?

   _____

3. What assessments does your school presently use to provide this information for reading and mathematics?

   _____

   ✎   Enter your observations on your *Making Connections Worksheet*.

Scenario: Part 2

As a first grader, Bret has taken several of the 10 Reading and 28 Mathematics *Skills Checklist* assessments.

The *Assessment Coordination Guide – Appendix A: Test Selection Details* document describes these *Skills Checklist* tests.

Use these throughout the school year, as often as needed, with individual students, small instructional groups, or your whole class, whenever you need additional information about students' progress. The *Reading Skills Checklist* assessment randomly presents all the test's questions to each student, but the *Mathematics Computation Skills Checklist* test ends after the first ten questions if the student has not answered 60% or more correctly.

You decide to assign the same test to all of your students as a pretest. Every student, including Bret, takes a *Reading Skills Checklist* test called *Reading Decoding Spelling Patterns/Word Families*.

Activity

Use your *Reports Portfolio* to complete the following.

1. What percentage of the word families did Bret know? _____

2. As Bret's teacher, how could you use this information to plan instruction for him?

   _____
   _____
   _____

3. What information about your students can these assessments provide that you presently lack?

   _____
   _____
   _____

   ✎   Enter your observations on your *Making Connections Worksheet*.

Scenario: Part 3

As a first grader, Bret took the MPG *Survey with Goals* assessment for the first time this year.

The MPG *Survey with Goals* are adaptive assessments measuring academic growth. Used to find a student's level of instructional readiness, the MPG *Survey with Goals* assessment can be given up to three times a year.

Each time Bret answers a question, the test scores his prior answers in order to select the following question. If Bret answers a question correctly, he will be presented with a more difficult question. If Bret answers a question incorrectly, he will be given an easier question. This continues until his RIT score is identified. He receives a separate overall RIT score in Reading and Mathematics.

Activity

Use the *Assessment Coordination Guide – Appendix A: Test Selection Details* document and your *Reports Portfolio* to complete the following.

1. Use the *Class Report* Summary to determine the Norm Grade Level Mean RIT in Reading. _____ This mean RIT is the typical fall reading RIT score for first grade. The norm grade level mean scores for all grades and subjects is found on the Normative Data document.

2. Use the next page of the Class Report to find Bret Lambert's overall RIT score in Reading. _____

✎   Enter your observations on your *Making Connections Worksheet*.

Scenario: Part 4

You want to investigate your students' academic diversity, so you decide to pull up the *Class Breakdown by RIT Report* to help decide how best to meet your students' academic needs.

Activity A

Use your *Reports Portfolio* to complete the following.

1. In Part 3, Question 1, you identified the typical fall reading RIT score for first grade. Use this score to identify which RIT band (Ex: 131-140) reflects students performing at this level. _____

2. What information does this report provide about how best to organize instruction that will meet Bret's needs in Reading? _____

Activity B

You want to learn more about Bret's relative areas of strength and concern in Reading. To do so, click on the subject name, Reading, on the *Class Breakdown by RIT Report* to reference the *Class Breakdown by Goal Report*. This report shows each student's performance in Reading, broken down by ten-point RIT bands.

Use your *Reports Portfolio* to complete the following.

1. On the *Class Breakdown by Goal Report* for Reading, locate Bret Lambert (B.T. Lambert) in the row labeled "Literature and Informational."

2. In Part 3, Question 2, you recorded Bret's overall RIT score in Reading as _____. (His overall RIT score for reading follows his name.) In which RIT band for Literature and Informational do you find Bret? _____ Because his RIT band for Literature and Informational is lower than his overall RIT score, Literature and Informational text is an area of relative concern for Bret.

3. Relative to his overall RIT score, what goal might be an area of strength?_____ Why? _____ _____

✎   Enter your observations on your *Making Connections Worksheet*.

Scenario: Part 5

On the *Class Breakdown by Goal Report*, the RIT bands into which Bret falls point to data statements in a resource called *Primary Grades Instructional Data (PGID)*. *PGID* sequentially presents concepts and skills in beginning literacy and numeracy that are critical to your students' academic development.

- On the *Class Breakdown by Goal Report*, locate the area labeled "Literature and Informational" and find the group of students including Bret.

- Click on **<all students in the cell>** to view a three-column PGID display.

The middle column identifies those skills and concepts Bret is instructionally ready to learn. This information can guide your lesson planning and instruction to fit your students' levels of readiness.

Activity

Use your *Reports Portfolio* to complete the following.

1. What are some skills that Bret is ready to learn? _____
   _____
   _____

Think About

How might you use all three tiers of assessments comprising the *MAP® for Primary Grades* assessment system?

Refer to the *Assessment Coordination Guide – Appendix A: Test Selection Details* document for more detailed descriptions of the three tiers of assessments and those skills assessed by each. If certain features on your *Making Connections Worksheet* are blank, use those pages to locate missing information.

✎ Enter your observations on your *Making Connections Worksheet*.

# SECTION 2

Foundations of MAP® Data

Making Connections

Making Connections is about drawing on your prior and recent knowledge about MAP® so you can confidently explain MAP to students, parents, and colleagues. In this section, you'll cover:

- Key MAP concepts and characteristics
- Tools and ideas for talking with students and parents
- Allowable accommodations
- A typical testing scenario for proctors and teachers

Making Connections to Form a Whole

What key words or ideas are most important in understanding the MAP assessments?

MAP Assessments
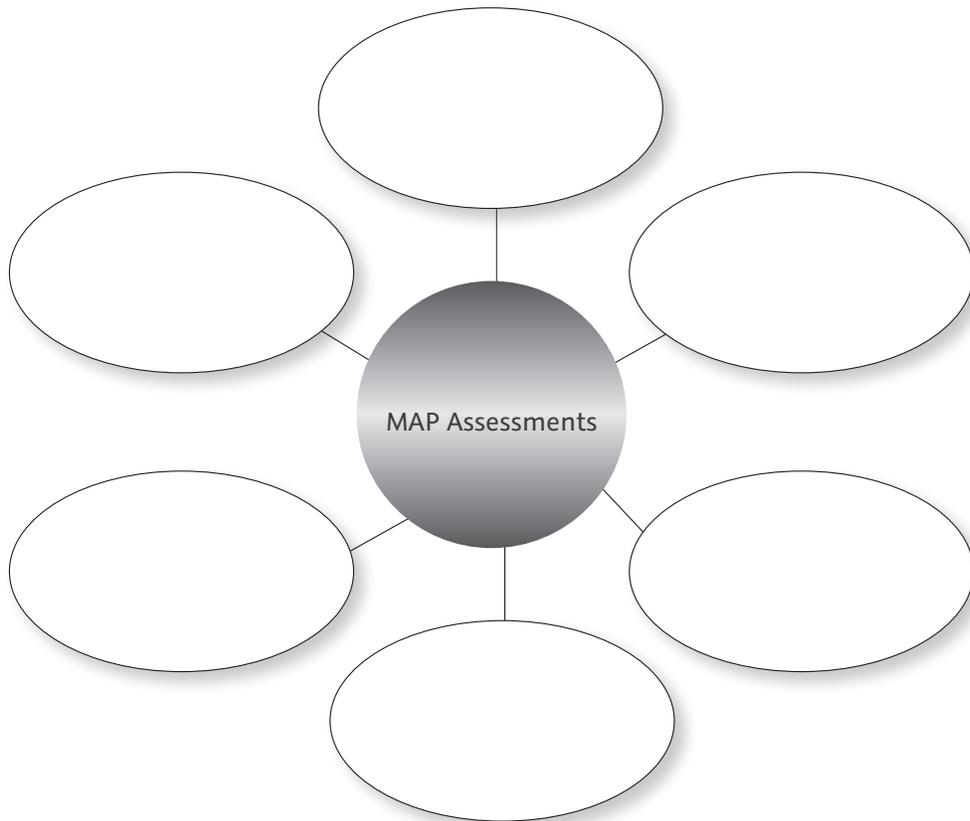
Build Your Elevator Speech

If you were riding an elevator with someone unfamiliar with MAP, how might you explain it? Building an elevator speech helps you confidently explain MAP to colleagues, students, or parents.

Use the following key MAP concepts and characteristics page to help you organize your elevator speech. This is only your first draft; we'll return to this activity at least twice so you can add to and refine your thoughts.

✎   Write a short paragraph, connecting two or more big ideas, to help synthesize your understanding of MAP.

Build Your Elevator Speech Worksheet

For future use, a copy of this worksheet is available at NWEA.org/worksheets.

Key MAP® Concepts and Characteristics

Unlike norm-referenced tests, MAP *Survey with Goals* assessments are adaptive assessments that adjust to the student's level and identify their strengths and needs. MAP assessments:

- Provide data for finding individual student strengths and needs

- Provide immediate data and dynamic, interactive reports

- Provide information about the instructional level of each student

- Provide information to help inform instructional decisions

- Provide a road map to help students achieve mastery

- Provide data used to identify flexible instructional groups

- Inform differentiated instruction

- Do not determine mastery of skills

- Are individualized for each student; no two tests are exactly alike

- Allow educators to gather data 3-4 times a year and adjust instruction accordingly

- Allow educators to gather data 3-4 times a year to support continuous improvement

- Allow educators to gather data 3-4 times a year to identify and correct obstacles

- Allow educators to gather data 3-4 times a year for data-informed dialogue with colleagues

- Provide scores on an equal-interval scale

- Provide data used to show growth over time

- Provide data that help educators focus on instructional readiness

- Provide data that point to instructional learning statements

- Are independent of grade level

- Link content from state standards to each reporting area of state-aligned MAP assessments (MPG assessments are not currently state-aligned)

- Link the NWEA assessment scale to state proficiency benchmarks, via linking/alignment studies from the NWEA independent research institute

- Provide data that show educators proficiency projections on mandated state tests

Engaging Students and Parents

Students

What do they need to know?	Who will communicate the information to students? How will it be communicated?	When?

Parents

What do they need to know?	Who will communicate the information to parents? How will it be communicated?	When?

For future use, a copy of this worksheet is available at NWEA.org/worksheets.

Ideas and Tools for Preparing Students

You may want to use the following resources to prepare students for the upcoming MAP® test. Locate the Test Warm-Ups from the MARC homepage, under Information Center.

Grades 2-5	*Warm-Up A/MAP Test Warm-Up*	
Grades K-2	*Warm-Up B/MAP for Primary Grades Test Warm-Up*	
Make your own video/PowerPoint® to share with students.		

1 Learn to join a test session.

2 Learn to answer test questions.

For Discussion

- Common student questions and discussion points

- Your experience taking the test

- How you plan to use the data with students to help them reach their goals

Talk with Students

Following are common student questions, along with possible responses. Use the Classroom Discussion Points on the next page to discuss with students what to expect from MAP *Survey with Goals* assessments.

Common Student Questions

Q **What are MAP assessments?**

MAP assessments are achievement tests in Mathematics, Reading, Language Usage, and Science, taken on a computer.

Q **How do MAP assessments work?**

The computer displays one test question at a time on the screen. You select an answer using the mouse or the keyboard. The difficulty of the test adjusts based on how you perform on the questions that you answer. It will build a test just for you.

Q **Why are we taking MAP assessments?**

This test can show me your performance so I can best help you. It can also help me understand those areas that need improvement.

Classroom Discussion Points

Taking the test

- You are not expected to know the answer to every question. Just use your best test-taking strategies.

Note: You may want to review these with the students here.

- You must answer every question. Questions cannot be skipped.

- Once you have answered a question and gone on to the next one, you cannot go back. Because the test uses your past answers to choose the next questions, your answer is locked in.

When you enter the lab

- Make sure you know which computer to use. Either the proctor or I will assign seating.

- You will see a Join Session screen on your computer.

As you are working on the test

- You will have scratch paper and pencils available. Use these to work out questions, then answer them on your computer. Leave scratch paper at the computer; do not remove it from the test room.

- Some Mathematics questions have a pop-up calculator. You do not have to use the calculator if you do not choose to; consider it a resource. The calculator icon will appear at the top of the page. Click on the calculator to show or hide the calculator, which works just like a hand-held calculator. Click the numbers and symbols you want to use.

- Some Reading and Language Usage questions may have passages that are too long to display all at once. These have a scroll bar to the right of the passage. Move the scroll bar up or down to read the entire passage.

When you finish the test

- Raise your hand to let me or the proctor know you are done.

- Do not click any buttons on the screen or press any keys on the keyboard; wait for me or the proctor to do this.

- Sit back from your computer. You may bring a book with you to read after you complete the test.

Other information

- You will have time to get a drink and take a bathroom break before the test begins.

- This is just like any other test; you cannot talk to anyone or use books to look things up.

- Do your personal best on this test. This information is very important in helping us set goals with you and monitor your progress.

Ideas and Tools for Communicating with Parents

Visit NWEA.org to search for the following documents:

- To send a letter: *Sample Parent Letter*

- To provide written information: *Parent Toolkit*

  ▸ Packet of basic information and ways parents can help

- To provide written detail about the assessment: *MAP® Basics Overview*

  ▸ Packet of more detailed information about the assessment

  ▸ For parents who want more details but don't want to use a lot of paper, direct them to the *MAP Basics Online Training*.

- Post information on your classroom/school web site.

Typical Testing Scenario for Proctor-Instructor Teams

	Proctors	Instructors
Prior to Testing Days	**Things to Know** - Understand the MAP® assessment and/or the MAP for Primary Grades assessments - Understand testing process **Things to Do** - Receive an initial login to MARC. Log in and change your password. - Complete the *Proctor Quick Start* and *Proctor Tools* online trainings; reference the *Testing Session Guide* - Create and modify student profiles if necessary (the data administrator imports the profiles) - Access and confirm the test and lab schedule - Check headphones and headphone volume (as needed) - Prepare for special education modifications - Develop a process for providing feedback to the assessment coordinator and/or building administrator - Determine steps for troubleshooting workstation problems when issues arise - Guide students through the Test Warm-Up **Resources** - Access the Quick Reference *Student Introduction to MAP Testing* for directions to read to students before beginning the test	**Things to Know** - Understand the MAP assessment and/or the MAP for Primary Grades assessments - Develop a working definition of the Rasch unIT (RIT) scale and what it measures - Understand the concept of instructional level versus mastery **Things to Do** - Receive an initial login to MARC. Log in and change your password. - Complete the *Benefits of MAP Reports for Teachers* online training; reference the *Reports and Instructional Resources Guide* - Talk with students about the MAP assessment; set clear expectations - Prepare for special education modifications - If computer lab is available, have students access the Test Warm-Ups - Determine seating assignments for the lab - Plan for communicating with parents and students

Testing Days: Before Each Class Tests	- Gather materials for testing environment
	  - List of any student accommodations
	  - Scratch paper/pencils
	  - Headphones for any MAP for Primary Grades students
	  - Quick Reference *Student Introduction to MAP Testing*
	- Check computers for readiness (see *Testing Session Guide*)
	- Create test sessions containing students and selected tests
		- Have students bring a book or an assignment to work on in case they finish early
		- Reinforce expectations for testing environment
		- Bring the class to the computer lab at the designated time; check with the proctor to make sure the lab is ready before allowing students in
		- Help students find their seats

Typical Testing Scenario for Proctor-Instructor Teams (continued)

	Proctors	Instructors
Testing Days: During Each Testing Session	▪ Help students find their computers ▪ Read directions to students before instructing them to begin ▪ Monitor student behavior and testing progress in the MAP® system ▪ Pause, suspend, or terminate tests if needed ▪ Invalidate tests if needed	▪ Remind students not to begin until instructed ▪ Remain in the lab to help the proctor monitor students ▪ Encourage students to take their time and use scratch paper if necessary ▪ Alert the proctor to any issues ▪ Make sure that absent students and those who did not complete the test in the scheduled time have adequate time to complete testing
Testing Days: After Each Testing Session	▪ Prepare computers for the next group to test; close MSTC if more than a few minutes between testing sessions (if not, refresh the MSTC screen) ▪ Determine which students need to be scheduled for make-up tests and inform classroom instructor when that will occur	▪ Take students back to class ▪ Debrief testing experience with students ▪ Check in with proctor at the end of the day to get time/day for make-up tests for absent students and those who didn't finish testing ▪ Celebrate successes ▪ Note next steps for improving the process
After Each Testing Day	▪ Give make-up tests as soon as possible (tests must be completed within the testing window) ▪ Communicate any testing issues or scheduling concerns to the building administrator or assessment coordinator ▪ After testing window closes, communicate any procedural recommendations to the building administrator or assessment coordinator to inform the next testing window	▪ Access reports immediately in MARC ▪ Make sure that all students received a valid score ▪ Analyze report data: class and student progress ▪ Discuss scores with individual students and their parents ▪ Use data to plan instruction; implement necessary instructional modifications ▪ Create a plan to collaborate with colleagues ▪ Learn how to determine growth projections ▪ Learn how to access additional resources ▪ Participate with MAP team to assess the testing process (strengths, changes, and next steps) ▪ Communicate staff development needs to administrator

Important Information for Proctors

During testing, you may need to help students do their best by providing the following assistance:

- Show students how to use the up and down arrow keys, the keyboard letters, or keyboard numbers to select answers if they struggle to use the mouse.

- Pause the students' tests to allow time for a wiggle break or to get a drink of water.

- Report any persistent problems with test questions. Use the proctor login at the student's computer and choose **Submit PIR** to send a *Problem Item Report* to NWEA.™

Important! For information on allowable accommodations, go to NWEA.org/accommodations.

Professional Development Opportunities

NWEA™ Online Professional Development Opportunities

Online Trainings: In MARC, view the *Benefits of MAP® Reports for Teachers* and *Benefits of MAP Reports for Admini*strators to learn about accessing reports and instructional resources. Other learning opportunities are available on NWEA's learning platform, Knowledge Academy. For access information, talk with your district's MAP contact.

NWEA On-site Professional Development Opportunities

Stepping Stones to Using Data

Participants work with the reports available after their first test season. They engage with other faculty to create an environment responsive to all students' needs and:

- Learn how to access, interpret, and analyze data

- Learn how to use instructional resources

- Review NWEA resources and plan together to use data in ongoing work

Climbing the Data Ladder

Participants learn more about using instructional resources such as *DesCartes: A Continuum of Learning®* and *Primary Grades Instructional Data* to help differentiate instruction and improve learning.

This workshop focuses on:

- Using NWEA resources to differentiate classroom instruction

- Using state standards and *DesCartes* in lesson planning

- Using *Primary Grades Instructional Data* in lesson planning

- Creating instructional ladders

Growth and Goals

Participants with at least two seasons of data use growth data as the basis for establishing and evaluating goals. Participants learn how to:

- Evaluate growth data and engage in effective goal-setting practices

- Work with students to set growth projections

- Analyze data over time to identify effective programs and instructional practices

- Use growth norms and research

Please have your staff development coordinator contact your account executive/account manager for more information about or to schedule workshops or access to online learning.

MAP® Administration Sample Teach-Back Plan for Web-Based Users

Task	Person(s) Responsible	Resources	Possible Roadblocks/ Strategies to Overcome	Time Needed	Date of Completion
Following workshop, MAP leadership team will plan professional development teach-back sessions (relating to workshop content) for staff.	■ Administrator ■ Reading/Math specialist ■ Data coach ■ MAP leadership team	■ Workshop materials ■ Substitute teachers for one-day planning	■ Funds for substitute teachers	■ As needed	Within two weeks of MAP Administration workshop
Teach-Back Session 1:		**Learning Target: Understanding the adaptive nature and unique features of the MAP assessments.**			
Introduction to MAP assessments ■ What are MAP assessments? ■ What's in it for me? **Activity** ■ View the *MAP Introduction* online training. ■ Discuss how MAP assessments differ from other assessments.	■ Assessment coordinator ■ Administrator ■ Grade-level lead instructors	■ Computer lab with Internet connectivity ■ *MAP Introduction* online training found in **MARC > Online Training**	■ Time ■ "We already test too much."	■ One hour	Within two weeks of MAP Administration workshop and prior to testing
Teach-Back Session 2:		**Learning Target: Proctoring a MAP assessment**			
Administration of MAP tests ■ Scheduling. ■ Talking with students about the test. **Activity** ■ Discuss lab schedules. ■ Use the Test Warm-Ups. ■ Develop a plan for talking with students.	■ Assessment coordinator ■ Administrator ■ Data administrator ■ Proctors	■ Computer lab with Internet connectivity ■ *Manage Students* Help page ■ *Proctor Quick Start* online training found in **MARC > Online Training** ■ *Testing Session Guide* found in **MARC > Support Materials** ■ *Proctor Tips and Troubleshooting* Quick Reference found in **MARC > Quick References**	■ Time	■ One hour	Within one month of MAP Administration workshop and prior to testing

MAP® Administration Sample Teach-Back Plan for Web-Based Users (continued)

Task	Person(s) Responsible	Resources	Possible Roadblocks/ Strategies to Overcome	Time Needed	Date of Completion
Teach-Back Session 3:		*Learning Target: Proctoring a MAP assessment.*			
Proctoring MAP assessments ▪ Discuss roles and responsibilities of proctors. ▪ Discuss testing schedules. **Activity** ▪ View the *Proctor Quick Start* and *Proctor Tools* online trainings. ▪ Access the *Manage Students* Help page. ▪ Prepare testing schedules.	▪ Assessment coordinator ▪ Administrator ▪ Data administrator ▪ Proctors	▪ Computer lab with Internet connectivity ▪ *Manage Students* Help page ▪ *Proctor Quick Start* and *Proctor Tools* online trainings found in **MARC > Online Training** ▪ *Testing Session Guide* found in **MARC > Support Materials** ▪ *Proctor Tips and Troubleshooting* Quick Reference found in **MARC > Quick References**	▪ Time	▪ One hour	Within one month of MAP Administration workshop and prior to testing
Teach-Back Session 4:		*Learning Target: Understand available MAP assessment-related reports.*			
Reports and instructional resources ▪ Discuss basic online reports available after testing. **Activity** ▪ View the *Benefits of MAP Reports for Teachers* and *Benefits of MAP Reports for Administrators* online trainings. ▪ Develop a plan for accessing reports immediately after testing.	▪ Assessment coordinator ▪ Administrator ▪ Grade-level lead instructors	▪ Computer lab with Internet connectivity ▪ View the *Benefits of MAP Reports for Teachers* and *Benefits of MAP Reports for Administrators* online trainings found in **MARC > Online Training** ▪ *Reports and Instructional Resources Guide* and *Reports Reference* documents found in **MARC > View Reports and Instructional Resources > MAP Reports > Information Center** ▪ *MAP Reports Summary* Quick Reference found in **MARC > Quick References**	▪ Time	▪ One and a half hours	Within one month of MAP Administration workshop and either prior to or immediately following testing

Task	Person(s) Responsible	Resources	Possible Roadblocks/ Strategies to Overcome	Time Needed	Date of Completion
Teach–Back Session 5:	Learning Target: Accessing reports and resources available to MAP® users.				
Lab Experience ■ Walk through MARC to learn report options and how to use different report views. ■ Access Instructional Resources (*DesCartes* and *Primary Grades Instructional Data*) to learn how these tools can inform instruction. **Activity** ■ Guide the staff through MARC to view reporting options, *DesCartes*, and *Primary Grades Instructional Data*. ■ Have staff work through the *MAP Administration Lab Experience* document	■ Assessment coordinator ■ Administrator ■ Grade-level lead instructors	■ Computer lab with Internet connectivity ■ Access to **MARC > MAP Reports** ■ Access to **MARC > Instructional Resources** ■ *MAP Administration Lab Experience* document	■ Time ■ Computer lab availability	■ One and a half hours	Within one month of MAP Administration workshop and prior to testing
Teach–Back Session 6:	Learning Target: Understanding additional resources for MAP assessment users.				
Other Resources ■ SPARK Community online community for sharing ideas ■ *Norms Study Resources* normative data resources and documentation ■ *State Linking Studies* links the RIT scale to proficiency levels from state assessments ■ *State Goal Structures* connects content from state standards to reporting areas of each state-aligned MAP test	■ Assessment coordinator ■ Administrator	■ Computer lab with Internet connectivity ■ SPARK Community, *Norms Study Resources*, and *State Linking Studies* are found in **MARC > View Reports and Instructional Resources > MAP Reports > Information Center** ■ *State Goal Structures* are found at **NWEA.org > Our Research > State Information.** Choose your state to access studies	■ Time	■ One hour ■ Suggestion: ■ Spend 15 minutes on each resource as part of a monthly staff meeting	Within one month of MAP Administration workshop and ongoing, as needed

Teach-Back Timeframe Suggestions

Whole Day Teach-Back	Half-Day Teach-Back: Day 1	Half-Day Teach-Back: Day 2
▪ Session 1: 1 hour ▪ Session 2: 1 hour ▪ Session 3: 1 hour ▪ Lunch Break ▪ Session 4: 1.5 hours ▪ Session 5: 1.5 hours	▪ Session 1: 1 hour ▪ Session 2: 1 hour ▪ Session 3: 1 hour	▪ Session 4: 1.5 hours ▪ Session 5: 1.5 hours

Conduct Incremental Teach-Backs by choosing the session that is timely and relevant to your needs. Time allocations are listed for each specific teach-back session.

Sessions provided based on school resources (lunch or after school, release time, etc.). Ongoing coaching and data sessions could be planned for instructors to discuss accessing and analyzing data during common planning times, release days, etc.

Planning Forward for MAP® Administration

Now that you've learned more about the Measures of Academic Progress® (MAP®) system, please share your thoughts. Your ideas will be collected and shared with your leadership team to inform their ongoing professional development plans for this year and the future. As you continue using MAP and MAP for Primary Grades, your goals and needs will likely change. By regularly communicating these changes to your leadership team, we can provide the best support for your school's unique needs.

I would like to use MAP/MPG data in the following way(s):	I would like professional development on the following topics to support my goal:	The following learning modalities (delivery formats or learning styles) work best for me:	I might need other resources (e.g. time, people, money, or technology):

FOUNDATIONS
OF MAP® DATA

For future use, a copy of this worksheet is available at NWEA.org/worksheets.

FOUNDATIONS
OF MAP® DATA

SECTION 3

Lab Experience

LAB EXPERIENCE

MAP® Administration: Web-Based Workbook | NWEA™

Experiencing the MAP® Test: Part 1

Using MAP Administration and Reporting Center (MARC) and MAP Student Testing Center (MSTC)

During this section of the lab experience, you will discover the adaptive nature of the MAP assessment and learn how this assessment is unlike other standardized tests. You will also learn the steps necessary for starting a testing session, selecting students for testing, selecting the appropriate tests, and pausing, suspending, and terminating tests. This lab experience will involve two participants; one who plays the role of the proctor and one who plays the role of the student.

Proctor Activity, Part 1: Setting Up a Test Session

- Access MARC using the user name and password provided.
- In the blue navigation menu on the left, select **Manage Test Sessions**.
- Click **Find Students to Test**.
- Choose:

    School: _____

    Grade: _____

    Instructor: _____

    Class: _____

- Then click **Search**.
- You may also search for students by name.
- In the Student(s) Found window, all students are selected by default. For this activity, deselect all students by clicking the check box above the student name list. Check your student's name; you may need to scroll through the list to find your student. Click **Add Students**.
- Your student will appear in the Student List section.
- Check the box in front of your student's name and click **Assign Test**. Choose a test from the drop-down list and click **Assign**.
    - You may assign the same test to an entire class or assign different tests to different students or groups of students.
    - For example, you can assign a screening test to all kindergarten students or assign a 6+ test to middle- or high-school students (if proctoring a make-up session).
- Click **Test Now**.
- When the Test Students screen with the testing session name and password appears, share this with students (for example, by writing it on the board).

    Testing session name: _____

    Password:_____

- Notify your partner (the student) that the testing session is ready.

Student Activity, Part 1: Student Login

_____

Note: If you are taking a MAP for Primary Grades (MPG) test, please use the headphones provided.

_____

Access the sample testing environment: MSTC.

- While waiting for your partner (the proctor) to set up the test session, click:
    - **Warm-Up A – MAP**, or
    - **Warm-Up B – MAP for Primary Grades**
    - View **Chapter 1: Learn to join a test session** and **Chapter 2: Learn to answer test questions**.
- Think about how you might use these with your students.

Your partner will notify you when the testing session is ready.

Once the testing session is ready:

- Use the testing session name and password that the proctor provides. Click **Join**.
- Begin typing your student first name; this should appear on the list, along with your assigned test. Click **Next**.
- Verify that the information on the next screen is correct. Click **Yes**.
- Wait for the proctor to confirm your test.

LAB EXPERIENCE

Experiencing the MAP® Test: Part 1 (continued)

Proctor Activity, Part 2: Confirm the Test

Once the student has joined the session, confirm him or her by clicking the check box preceding the student name or by selecting **All** from the Select Status drop-down box.

Select **Confirm** from the drop-down box and click **Go** to begin.

Student Activity, Part 2: Take the Test

After the proctor confirms your test, Start Test will appear. Click **Start Test** to begin.

Note: The proctor will practice pausing and resuming your test during your practice time. You will receive a message that your test has been paused, and the questions will disappear. Once your test resumes, the questions will reappear.

Proctor Activity, Part 3: Pause and Terminate the Test

You may pause, suspend, or terminate the test any time during the session.

- Options:
  - ▶ **Pause** and **Resume**: Temporarily stops, and then restarts, the test (e.g., for a bathroom break).
  - ▶ **Suspend**: Stops the test for a longer period of time (e.g., to let a student finish the test later).
  - ▶ **Terminate**: Ends the test completely.

Let the student answer several questions before clicking the box preceding the student's name.

- Pause the test:
  - ▶ Under the Action drop-down box, choose **Pause** and click **Go**.
  - ▶ This highlights the student's status and notifies the student that you paused the test.
- Resume the test:
  - ▶ Choose the student name. Click **Resume**, then **Go**. Let the student answer a few more questions.
- Terminate the test:
  - ▶ Under the Action drop-down box, choose **Terminate** and click **Go**.
  - ▶ For this practice session, **please terminate the test** if your partner (the student) does not have time to finish.
  - ▶ When using the **Suspend** or **Terminate** actions, you must choose **Test Again** to let the student continue or start again.
- Click **End Testing Session.**
- Do NOT save the testing session.
- In an actual testing session, consider preparing testing sessions ahead of time and saving them for quick access.

Note: Tests can be interrupted from the student computer as well. Please see the *Proctor Tips and Troubleshooting* Quick Reference for this information.

LAB EXPERIENCE

Experiencing the MAP® Test: Part 2

MAP Administration and Reporting Center (MARC) > Home

The MARC home page contains resources and tools that maximize your MAP assessment data.

First, log into MARC (passwords are case-sensitive) using the user name and password you received from your district MAP contact person.

Online Training

Essential preparation for using MAP.

Quick References

Key information in printable form.

Support Materials

Each category contains several guides that can help you start using MAP Assessments.

Information Center

The Information Center is divided into sections that assist with specific tasks and link to other resources.

- Test Warm-Ups: Demonstrates how to join testing sessions and answer questions.

- Links: Links to outside resources.

- Downloads: Lockdown browsers.

- Templates: For taking rosters of students, users, and programs.

Test Warm-Ups

Test Warm-Ups can be used to demonstrate the MAP® assessment to your students and inform their expectations prior to testing.

- Click the applicable **Test Warm-Up** link: either **MAP** or **MAP for Primary Grades**.
  - ▶ Chapter 1: Learn to join a test session.
  - ▶ Chapter 2: Learn to answer test questions.

Note: Students and instructors may access the Test Warm-Up from the MAP Student Testing Center. Only users can access the warm-ups via MARC; students cannot access MARC.
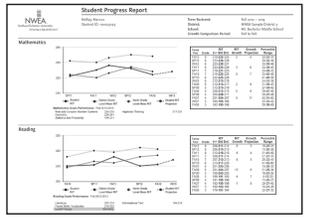

SPARK Community

The SPARK Community is an online community where educators collaborate and share resources, including how to use MAP.

- Click the **SPARK Community** link.

- From the SPARK Community page:
  - ▶ Click the **Visit the Community** link to explore the site.
  - ▶ If you are not a member, click **Register** to join.

NoteCatcher

Use to record information about the following reports:

	Data	Where to Access	Possible Uses
Class Report			
Class Breakdown Reports			
DesCartes or Primary Grades Instructional Data			
Student Progress Report			
Primary Grades Skills Checklist or Screening Class & Student Report			
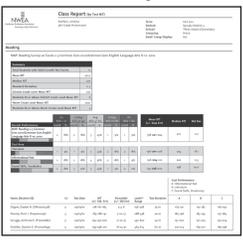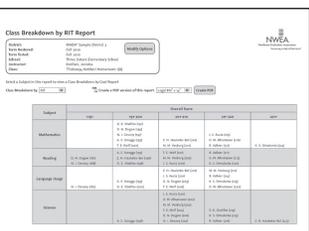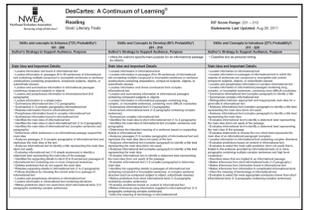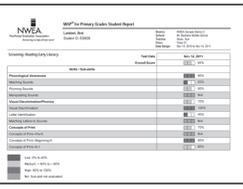
For future use, a copy of this worksheet is available at <u>NWEA.org/worksheets</u>.

LAB EXPERIENCE

Notes

MARC > View Reports & Instructional Resources > MAP® Reports (Instructor View)

Open a browser and log into MARC (passwords are case-sensitive).

Primary instructor:	User name: _____ Password: _____
Standard MAP instructor:	User name: _____ Password: _____

Select **View Reports and Instructional Resources > MAP Reports** from the left navigation menu.

Class Report

The *Class Report* is a good beginning point to examine the academic diversity in your class and plan for instruction.

Click the **Class Report** link from the MAP Reports box.

- Choose the previous fall term from the drop-down Term box.

- Select the subjects you wish to view (you may select all of them) and the following report options:

  ‣ Optional Grouping: None

  ‣ Sort Order: Test RIT

  ‣ Goal Range: Goal RIT Ranges

- Click **Create Report** to open the report in a new window.

- Return to the Class Report page and choose different options. Compare this report to your first one.

Class Breakdown Reports

Class Breakdown Reports give a visual representation of the academic diversity in your class.

Click the **Class Breakdown Reports** link from the MAP Reports box.

- Select **Term, School, Instructor**, and **Class** from the drop-down boxes.

- Options: View a Class Breakdown by RIT, Goal, or Projected Proficiency.

- Choose **Class Breakdown by RIT** and click **Create Report**. This generates a report showing students separated by 10-point RIT bands in each subject.

- Choose **Mathematics** under the Subject column. This displays the *Class Breakdown by Goal Report* for Mathematics, or every student in the Mathematics goal areas, separated by 10-point RIT bands.

DesCartes: A Continuum of Learning® or Primary Grades Instructional Data (PGID)

DesCartes describes those skills and concepts aligned with the goal structures and content of your state standards or common core standards.

PGID describes those skills and concepts aligned with goal structures from various professional organizations (e.g., National Council of Teachers of Mathematics or International Reading Association) or common core standards.

- From the *Class Breakdown by Goal Report*, click the **<all students in the cell>** link for direct access to *DesCartes* or *PGID* statements related to that RIT band.

  ‣ You may also access *DesCartes* and *PGID* from the View Reports and Instructional Resources page by clicking **Instructional Resources** on the left navigation bar.

Student Progress Report

The *Student Progress Report* is helpful to share with parents.

Choose the **Student Progress Report** link from the MAP® Reports box.

- Select a student by clicking the box preceding the student's name.

- Select the previous fall term from the Term drop-down and choose the following Report Options:

  ‣ Growth Comparison Period: Fall to Spring

  ‣ Type of Report: Both

  ‣ Goal Ranges: Goal Descriptor

  ‣ Reference: District Average RIT and Norm Group RIT

  ‣ Test Events: Growth Only

- Click **Create Report**.

  ‣ For viewing a report for one student, use the Student Quick Search box in the lower right side of the MAP Reports page.

MAP for Primary Grades Class Report and Student Report (for Screening and Skills Checklist tests)

MPG *Screening* and *Skills Checklist* tests provide both *Class* and *Student Reports*.

- Choose **MAP for Primary Grades Class Report** from the MAP Reports box.

  ‣ Choose the previous fall term from the **Roster Term** drop-down and the test you would like to view from the **Test Name** drop-down box.

  ‣ Click **Create Report**.

▸ Select one or two sub-skills by clicking the box preceding the skill. Click **Create Sub-skill Report** to display students' performances in particular sub-skills.

▸ Click on a **student name** to display the *MAP® for Primary Grades Student Report*.

You may also generate a *Student Report* by selecting **MAP for Primary Grades Student Report** from the MAP Reports box.

Lexile.com

MetaMetrics, Inc. has developed The Lexile® Framework for Reading. Your MAP Reading reports include Lexile measures for your students.

Along with MAP reports, Lexile.com includes resources that help you use Lexile measures in your classroom.

If time allows, explore Lexile.com for ideas on differentiating instruction based on diverse reading levels within your classroom.

▪ To get started, click the **Using Lexile Measures tab**, then click **Lexile at School**.

Also visit our Frequently Asked Questions on Using The Lexile® Framework for Reading with the Common Core State Standards and the RIT Scale on NWEA.org/worksheets.

NOTES

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SECTION 4

MAP® for Primary Grades (MPG) Resources

The information in this section is for use with the Scenario Activities section of this workbook only. Please access MARC for the most up-to-date version of the *Assessment Coordination Guide – Appendix A: Test Selection Details.*

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 Table 17: 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.

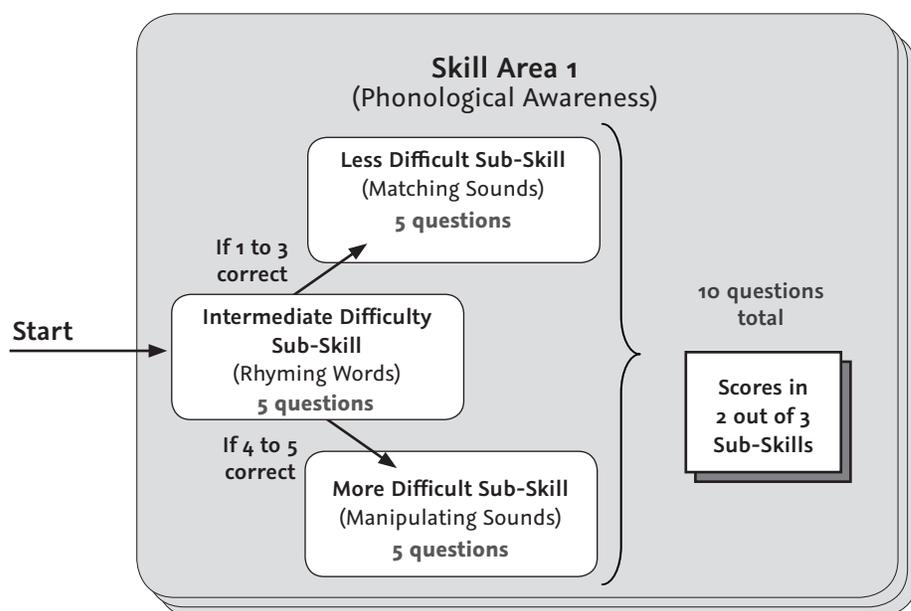Each student receives scores in 6 of the 9 sub-skill areas, as shown in the following figure.

Figure 7: 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.

Table 16: 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

Table 17: 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:

Table 18: 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:

Table 19: 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
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 Skills Checklist Tests (continued)

NAME OF TEST	QUESTIONS	CONTENT
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 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 Skills Checklist Tests (continued)

NAME OF TEST	QUESTIONS	CONTENT
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¢
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 Skills Checklist Tests (continued)

NAME OF TEST	QUESTIONS	CONTENT
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
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 questions

- 52 test questions

- 1 reward item

Table 20: 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

Table 21: 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

Table 22: 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

Table 23: 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

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