

Measures of Academic
Progress® | MAP®

Stepping Stones to Using Data Workbook



Northwest Evaluation Association

Partnering to help all kids learn®



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STEPPING STONES TO USING DATA

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SECTION 1

Reports Activities

NWEA Sample Logins

For Client-Server MAP® Users

NWEA Report Site: <http://reports.nwea.org>

Standard MAP Teacher

Login: _____
Password: _____
Term: Previous fall term

Primary Teacher

Login: _____
Password: _____
Term: Previous fall term

School Administrator

Login: _____
Password: _____
Term: Previous fall term

For Web-Based MAP® Users

MARC: <https://nweapdo1-admin.mapnwea.org/admin>

Standard MAP Teacher

Login: _____
Password: _____
Term: Previous fall term

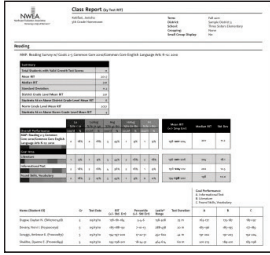
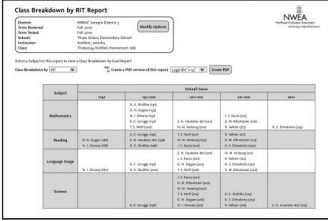
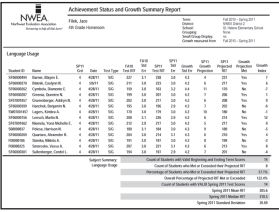
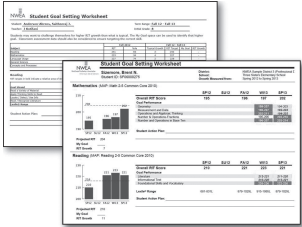
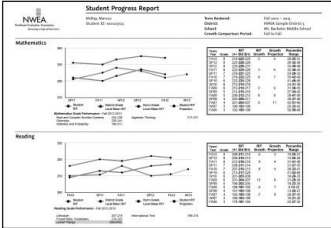
Primary Teacher

Login: _____
Password: _____
Term: Previous fall term

School Administrator

Login: _____
Password: _____
Term: Previous fall term

Essential Reports Chart

Reports	Where to Access	Key Ideas and Possible Uses
<p>Teacher/Class Report</p> 		
<p>Class Breakdown Reports</p> 		
<p>Achievement Status and Growth Reports</p> 		
<p>Student Goal Setting Worksheet</p> 		
<p>Student Progress Report</p> 		

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

Analyzing Your Teacher/Class Report

For this activity, use the annotated *Teacher/Class Report* in the Reports Portfolio, your own *Teacher/Class Report*, the *Normative Data* document, and your *State Proficiency Tables* (if available).

Data Exploration and Predictions

- Explore the annotated *Teacher/Class Report*. What questions and new learning do you have about this report?

- Discuss your questions and confirm your understanding with a partner.
- Predict what you think you will see in your own data. What do you hope to see?

- Explore your own report. Observe your data and check your predictions. What patterns do you see?

Interpreting Your Teacher/Class Report

Compare your class mean and median to the *Normative Data* document.

	RIT Score
My Class Mean	
My Class Median	
Normative Data Mean	

- Is the mean or median for your class above or below the typical norm score for the grade level?

- How might this impact instruction in your classroom? _____

- Consider how well your grade-level textbook and materials match your students' instructional readiness.
- Have any of your students scored below the 10th percentile? What instructional strategies will be most effective with these students?

- Have any of your students scored at the 95th percentile or above? What instructional strategies will you use with these students?

- The standard deviation indicates the range of instructional levels for a group of students. The higher the standard deviation, the more diverse the instructional levels are within your group; the lower the standard deviation, the more your students are instructionally alike.
 - Which goal area has the highest standard deviation?

 - How might this impact instruction in your classroom?

Applying Your Teacher/Class Report

Goal Performance Areas

Look at the mean score for each goal performance area.

1. Which goal areas are a mean 3 or more RIT points higher than the class overall mean?

2. Which goal areas are a mean 3 or more RIT points lower than the class overall mean?

3. How might this information help long-range planning?

Look at the *Teacher/Class Report* in the Goal Descriptors View.

Notice how students performed in specific goal areas.

4. Which students need significantly more assistance? On which specific goal areas?

Lexile® Measures

Look at the Lexile® Range on your Reading *Teacher/Class Report*.

Explore [Lexile.com](https://www.lexia.com).

1. How do these equate to grade-level approximations? _____

2. How can you expose your students to their Lexile range while maintaining the grade-level concepts and standards?

For Grades Administering Standard MAP®

If available, review the *State Proficiency Tables* for your state. Note the cut scores for reading and/or mathematics for your grade level.

1. On average, at what percentile do students have to score on MAP to be proficient (to meet the standard) on the state assessment in math?

In reading?

2. Notice which students are above or below this score.

3. Select a student who is above or below. How will you work with this particular student to increase his/her score? Which goal area needs the most attention?

Applying Your Teacher/Class Report (continued)

For Primary Grades

The *Skills Checklist* and *Screening* assessments provide data on students' attainment of specific skill areas. Review the menu of assessments available in the MAP for Primary Grades section for your platform.

1. Based on your goal area that you identified earlier from your *Teacher/Class Report*, what *Skills Checklist* tests will you administer to which students?

If your students took a *Skills Checklist* assessment, focus on a skill area in your *Sub-Skill Performance Report*.

2. Which students scored below 40% attainment (red)? Which students scored at or above 80% attainment (green)?

3. How will you meet these students' needs during your lesson?

For Administrators

Meet with teachers to discuss the results of their *Teacher/Class Report*.

1. Do you notice a pattern across the grade level? Across the building?

Triangulation of Data

1. How does the data in the *Teacher/Class Report* compare to what you see in the classroom and on local assessments?

Connecting Data to Instruction

Step 1

Identify a subject and a standard/concept.

- Choose one you will be teaching soon, or
- Choose a concept identified as an area of need on your *Teacher/Class Report*.

Step 2

Identify the goal area in *DesCartes: A Continuum of Learning*® or *Primary Grades Instructional Data* (PGID) that is related to the chosen standard or concept.

Step 3

Use the *Class Breakdown by Goal Report* to identify the range of RIT scores for the class in the identified goal area.

Step 4

Determine the middle range in this goal area based on one of the following:

- Use mean for grade level based on norms (*Normative Data*).
- Use median score for your class (*Teacher/Class Report*).
- Use cell where most of your students fall in this goal area.

Step 5

Based on the middle range, identify the range of scores above and below.

Step 6

Access *DesCartes* or *PGID*. Choose 2-3 learning/data statements related to your chosen concept to record for each range.

Step 7

Identify student activities/instructional strategies to target these skills. Determine appropriate assessment to measure success.

Data to Instruction Framework		1 Content Area:	
		Concept:	
3 Overall RIT Score Range:		2 Goal Performance Area:	
RIT Range	Students	Skills from Selected Learning/Data Statements 6	Student Activities/ Instructional Strategies: Assessment: 7
Above Score Range RIT Range: _____	5		
Middle Score Range RIT Range: 4 _____			
Below Score Range RIT Range: _____			

Data to Instruction Framework

Overall RIT Score Range:	Content Area:	
	Concept:	
	Goal Performance Area:	

RIT Range	Students	Skills from Selected Learning/Data Statements	Student Activities/Instructional Strategies: Assessment:
Above Score Range RIT Range: _____			
Middle Score Range RIT Range: _____			
Below Score Range RIT Range: _____			

Key Resources Chart		
Resources	Where to Access	Key Ideas/Possible Uses
<p>NWEA™ Research and State Information</p> <ul style="list-style-type: none"> ▪ NWEA.org 		
<p>Preparing Parents</p> <ul style="list-style-type: none"> ▪ NWEA.org > Partner Support 		
<p>Report Resources and Online Trainings</p> <ul style="list-style-type: none"> ▪ NWEA.org > Partner Support ▪ MARC Guides and Online Trainings 		
<p>Lexile® Measures and Books</p> <ul style="list-style-type: none"> ▪ Metametrics® Lexile® Booklist ▪ Scholastic® Teacher Book Wizard™ ▪ Barnes and Noble® 		
<p><i>DesCartes</i> and <i>PGID</i></p> <ul style="list-style-type: none"> ▪ NWEA Reports Site ▪ MARC 		
<p>For Administrators: School and District Growth</p> <ul style="list-style-type: none"> ▪ NWEA.org > Partner Support ▪ MARC Guides and Online Trainings 		
<p>For MAP® for Primary Grades Users: Class and Student Reports</p> <ul style="list-style-type: none"> ▪ NWEA Reports Site ▪ MARC 		
<p>For MAP® for Primary Grades Users: Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ NWEA.org > Partner Support 		

For future use, a copy of this worksheet is available at [NWEA.org/worksheets](https://www.nwea.org/worksheets).

Key Resources Scenarios

NWEA™ Research and State Information

NWEA.org > Our Research > State Information

NWEA.org > Our Research > The Kingsbury Center at NWEA > KingsburyCenter.org

NWEA.org > SPARK Community

1. A school board member requests additional information on the research supporting MAP data (particularly as the data relates to state alignment/linking studies) and would like to know where further information can be found.
2. How can they access the information and what will they find in these three areas?

Preparing Parents

NWEA.org > Partner Support > Test Administration > Before the Testing Cycle > Preparing Parents

1. You are preparing to share data with parents. Which resources would be most beneficial to share with parents who want to know more about MAP assessments? What can they do to help their children meet their goals?

Key Resources Scenarios (continued)

Report Resources and Online Trainings

For Client-Server MAP Users:

- NWEA.org > Partner Support > Professional Development > Knowledge Academy
- NWEA.org > Partner Support > Professional Development > Online Trainings
- NWEA.org > Partner Support > Reports > General > Which Report to Use

For Web-Based MAP Users:

- MAP Administration and Reporting Center (MARC). (requires login)
- Online Training: Essential Preparation for using MAP > Using Test Results > Benefits of MAP Reports for Teachers and Administrators
- Support Materials: All guides and documents > Using Test Results > Reports and Instructional Resources and MAP Reports Summary

1. You are a member of the Professional Development Committee and need to ensure teachers in your district are aware of all the report resources they can access online. Which online trainings and resources would you recommend for teachers new to your district who aren't familiar with MAP assessments and data?

Lexile® Measures and Books

Use one of these tools:

- MetaMetrics® Lexile® Booklist (Lexile.com/fab/)
- Scholastic® Teacher Book Wizard™ (Scholastic.com/bookwizard/)
- Barnes and Noble® (BarnesandNoble.com/reading-level-reading-books-lexile/search.asp)

1. You are a classroom teacher planning an upcoming unit on the American Revolution. Use your *Reading Teacher/Class Report* to identify the lowest and highest Lexile range for your students. Identify books that could be used during the unit with Lexile measures across the class range.

2. What other resources on these web sites can help with instructional planning?

Key Resources Scenarios (continued)

DesCartes: A Continuum of Learning®

For Client-Server MAP Users:

- NWEA Reports Site > Data-Tools > DesCartes (requires login)
 - ▶ *DesCartes Essentials* > Teacher Tips on Ways to Use DesCartes
 - ▶ *Vocabulary and Signs and Symbols* appendices

For Web-Based MAP Users:

- MAP Administration and Reporting Center (MARC) (requires login)
 - ▶ View Reports and Instructional Resources > Instructional Resources > *DesCartes Explained*

1. You are a classroom teacher planning a math lesson on Computation. Which of the resources on these pages are most applicable to you? How might you use them?

For Administrators: School and District Growth

For Client-Server MAP Users:

- NWEA.org > Partner Support > Reports > General > *Annotated Reports*
- NWEA.org > Partner Support > Reports > General > *Guide to Using NWEA's Dynamic Reporting Suite*

For Web-Based MAP Users:

- MAP Administration and Reporting Center (MARC) (requires login)
 - ▶ *Reports and Instructional Resources Guide*

1. How can these reports inform district- and/or school-level goals concerning academic improvement and increased student growth?

Key Resources Scenarios (continued)

For MAP® for Primary Grades Users: Class and Student Reports

For Client-Server MAP Users:

- NWEA Reports Site > MAP for Primary Grades (requires login)
- NWEA.org > Partner Support > Reports > General > *Annotated Reports for MAP for Primary Grades*

For Web-Based MAP Users:

- MAP Administration and Reporting Center (MARC) > View Reports and Instructional Resources > MAP Reports > MAP for Primary Grades Class Report, Student Report (requires login)
 - ▶ *Reports and Instructional Resources Guide*

1. You are a classroom teacher planning a lesson on Vowel Patterns. How might you use these reports to help you determine what your students are ready to learn?

For MAP® for Primary Grades Users: Monitoring Student Progress

MAP for Primary Grades *Screening* and *Skills Checklist* assessments can be given anytime throughout the year to provide information about primary students' acquisition of essential beginning literacy and numeracy skills.

Use the MAP for Primary Grades section in this workbook to answer the following question.

Note: Use the section based on your MAP platform.

1. You are a classroom teacher looking for ways to monitor students' continual progress. What information can the *Screening* and *Skills Checklist* assessments provide about your students? How might you schedule these assessments to best monitor students' progress?

Key Resources Scenarios (continued)

Primary Grades Instructional Data

For Client-Server MAP Users:

- NWEA Reports Site > Data-Tools > Primary Grades Instructional Data (requires login)
 - ▶ *Cognitive Verbs Terms and Definitions*
 - ▶ *Vocabulary Terms and Definitions*

For Web-Based MAP Users:

- MAP Administration and Reporting Center (MARC) > View Reports and Instructional Resources > Instructional Resources (requires login)
 - ▶ *Cognitive Verbs Terms and Definitions*
 - ▶ *Vocabulary Terms and Definitions*

1. You are a classroom teacher planning a math lesson on Computation. Which of the resources on these pages are most applicable to you? How might you use them?

2. Explore the different ways to view the document, such as in one column or in three columns and by 5 or 10 RIT points.

Achievement Status and Growth (ASG) Reports Activities

Achievement Status and Growth (ASG) Projection Report

Use the *ASG Projection Report* and the *Normative Data* document to answer the following questions:

	Name	Fall RIT Score	Growth Projection	Spring Goal
Student with the highest RIT score				
Student with the lowest RIT score				

Discuss with your Group

1. How do the scores for these students compare to the mean RIT score for their grade level?

2. What differences do you notice in the growth projections for the highest and lowest students?

3. What are some possible reasons for these differences?

Working with Students

1. How would you discuss these differences in growth projections with your students?

Achievement Status and Growth (ASG) Reports Activities (continued)

2. What conversations would you have with these two students related to goal setting? How might you involve the student in the goal-setting and monitoring process?

3. What are some approaches you might take when addressing these growth differences in your classroom?

4. How will these differences impact your instruction?

5. What analogies might you use to explain academic growth to students and parents?

Achievement Status and Growth (ASG) Summary Report

Use the *ASG Summary Report* to answer the following questions. Use the same students as above.

	Name	Spring RIT Score	Growth Projection Met?		Growth Index: (+ or -)
Student with the highest RIT score			Yes	No	
Student with the lowest RIT score			Yes	No	

Achievement Status and Growth (ASG) Reports Activities (continued)

Summary Information

1. What percentage of students met or exceeded their projected RIT? _____
2. What is the median RIT spring score for the class? _____
3. What is the average end-of-year RIT score for this grade? _____

Discuss with Your Group

1. Did the selected students meet their projections? _____
2. How would you discuss this with each student?

3. What observations can you make regarding the growth and achievement levels for the class?

4. What percentage of students should meet or exceed their projected RIT? What percentage would be a reasonable goal for a class or grade level?

RIT Scale School Norms User's Guide

- The NWEA Research Team has enhanced the *RIT Scale School Norms User's Guide*, which has more depth than the *School Growth Study*.
 - ▶ The guide presents data related to status and typical growth for schools within the NWEA Growth Research Database.
 - ▶ Based on the most recent norms, the data show typical school growth by percentile rank for the primary purpose of offering parameters to interpret growth for schools using the growth index statistic.
- The *RIT Scale School Norms User's Guide* looks at district-level RIT scores and distributions. This added informative data for school and grade-levels will help you compare your performance to other schools around the country.
 - ▶ This will allow you to make more informed, reliable judgments about the effectiveness of your schools and set more refined goals for improvement.
- In addition to the *RIT Scale School Norms User's Guide*, a calculator for accessing searchable data points within the tables and a short instructional video are available for your use. To access these resources, go to NWEA.org/schoolnormsstudy, and click on the following links:
 - ▶ 2012 School Norms User's Guide
 - ▶ 2012 School Norms Calculator
 - ▶ 2012 School Norms Calculator Training

Student Growth Summary Report: by School

1. Look at the *Student Growth Summary Report*. How well did our school meet growth projections for the year?

2. What percent of students met their growth projections for Grade 4? _____
For Grade 5? _____
3. Which grade level had the highest percent of students meeting their growth projections?

4. Discuss possible reasons for the difference in growth between grades.

5. Administrators: What discussion might you have with grade-level teachers regarding growth?

Goal Setting with Students

Discuss with Your Group

Look at the annotated *Student Goal Setting Worksheet*. Discuss the following questions with your table group:

1. What do you notice?

2. What can you do with this report?

Goal Setting for One Student

Access and print the *Student Goal Setting Worksheet* for one student in your class.

1. What are some areas of strength for this student?

2. What are some areas of need?

3. Consider how you might explain these to a student in a way he or she could understand.

Student		Subject	
	RIT Range	What skills should the student be working on now? (List 1-2 skills from <i>DesCartes</i> or <i>Primary Grades Instructional Data</i>)	How might you explain these skills to students in a way they would understand?
Highest Goal Area			
Lowest Goal Area			

Goal Setting with Students (continued)

4. How might the goal areas help you set goals with your students?

5. How might you determine which goal area would be appropriate for a class goal?

6. How might you determine which goal area would be appropriate for a grade-level or school goal?

Sharing Data with Students and Parents

Student Progress Report

View the *Student Progress Report* or a *Primary Grades Screening/Skills Checklist Individual Report* for one of your students. The *Normative Data* document and your *State Proficiency Tables* might also be helpful.

Sharing Data with Students

Individual Students: Identify three points you would discuss with a student regarding his/her results.

Sharing Data with Parents

Using the same student report, how might you answer these questions from the student's parents?

- Has my child's score gone up? _____
- Is my child performing at grade level? _____
- Based on these scores, how and what will you teach my child in class?

- What do the percentiles mean?

- Note any difficult questions that you could not answer and/or questions you want to bring to the group's attention.

Administrators

Consider the school's expectations for goal setting with students. In order to facilitate this expectation, what resources will be needed? What are some potential obstacles for meeting this expectation?

Stepping Stones to Using Data Sample Teach-Back Plan

Task	Person(s) Responsible	Resources	Possible Roadblocks/Strategies to Overcome	Time Needed	Date of Completion
<p>Following workshop, the planning team will plan a series of professional development teach-back sessions for staff relating to workshop content.</p>	<ul style="list-style-type: none"> ▪ Administrator ▪ Reading specialist ▪ Data coach ▪ MAP team 	<ul style="list-style-type: none"> ▪ Workshop materials ▪ Substitute teachers for one-day planning 	<ul style="list-style-type: none"> ▪ Funds for substitute teachers 	<ul style="list-style-type: none"> ▪ As needed 	<p>Before testing is complete</p>
<p>Teach-Back Session 1: Teacher/Class Report</p>					
<ul style="list-style-type: none"> ▪ Data (15 min.) <ul style="list-style-type: none"> ▶ Show annotated version of the report ▶ Discuss types of data on the report ▶ Have teachers predict data on their own class' or classes' reports ▪ Access (15 min.) <ul style="list-style-type: none"> ▶ Demonstrate ▶ Teachers access own reports ▪ Explore data (15-30 min.) <ul style="list-style-type: none"> ▶ How does the data compare to your predictions? ▶ What should you celebrate? Why are these areas worth celebrating? What might be the root cause(s) for success in those areas? ▶ What areas need strengthening? Why are these areas of concern? What might be the root cause(s) of need in those areas? ▪ Plan (15-30 min.) <ul style="list-style-type: none"> ▶ Who will see this report? When? ▶ How will you change your instructional practices based on the data? 	<ul style="list-style-type: none"> ▪ Assessment coordinator ▪ Administrator ▪ Grade-level lead teachers 	<ul style="list-style-type: none"> ▪ Computer lab ▪ Annotated <i>Teacher/Class Report</i> ▪ Teachers' own <i>Teacher/Class Reports</i> 	<ul style="list-style-type: none"> ▪ Time ▪ Data for each teacher 	<ul style="list-style-type: none"> ▪ 60-90 minutes 	<p>Soon after testing is complete</p>

Task	Person(s) Responsible	Resources	Possible Roadblocks/Strategies to Overcome	Time Needed	Date of Completion
Teach-Back Session 2: Class Breakdown by RIT and Class Breakdown by Goal Reports					
<ul style="list-style-type: none"> ▪ Data (15 min.) ▪ Access (15 min.) ▪ Explore data (15-30 min.) ▪ Plan (15-30 min.) <ul style="list-style-type: none"> ▸ Make connection to <i>DesCartes</i> and <i>Primary Grades Instructional Data</i>. <p>(Same process and questions used in Session 1.)</p>	<ul style="list-style-type: none"> ▪ Assessment coordinator ▪ Administrator ▪ Grade-level lead teachers 	<ul style="list-style-type: none"> ▪ Computer lab ▪ Annotated <i>Class Breakdown by RIT</i> and <i>Class Breakdown by Goal</i> ▪ Annotated <i>DesCartes/PGID</i> ▪ Teachers' own <i>Class Breakdown by RIT</i> and <i>Class Breakdown by Goal</i> 	<ul style="list-style-type: none"> ▪ Time ▪ Data for each teacher 	<ul style="list-style-type: none"> ▪ 60-90 minutes 	<ul style="list-style-type: none"> ▪ Soon after testing is complete
Teach-Back Session 3: Achievement Status and Growth (ASG) Projection and Summary Report					
<ul style="list-style-type: none"> ▪ Data (15 min.) ▪ Access (15 min.) ▪ Explore data (15-30 min.) ▪ Plan (15-30 min.) <p>(Same process and questions used in Session 1.)</p>	<ul style="list-style-type: none"> ▪ Assessment coordinator ▪ Administrator ▪ Grade-level lead instructors 	<ul style="list-style-type: none"> ▪ Computer lab ▪ Annotated <i>ASG Reports</i> ▪ Teachers' own <i>ASG Reports</i> 	<ul style="list-style-type: none"> ▪ Time ▪ Data for each teacher 	<ul style="list-style-type: none"> ▪ 60-90 minutes 	<ul style="list-style-type: none"> ▪ After testing is complete; review after spring testing
Teach-Back Session 4: Student Goal Setting Worksheet					
<ul style="list-style-type: none"> ▪ Data (15 min.) ▪ Access (15 min.) ▪ Explore data (15-30 min.) <ul style="list-style-type: none"> ▸ Have each teacher choose one student on whom to focus. ▪ Plan (15-30 min.) <ul style="list-style-type: none"> ▸ Decide how and when these may be used with students. <p>(Same process and questions used in Session 1.)</p>	<ul style="list-style-type: none"> ▪ Assessment coordinator ▪ Administrator ▪ Grade-level lead teachers 	<ul style="list-style-type: none"> ▪ Computer lab ▪ Annotated <i>Student Goal Setting Worksheet</i> ▪ Teachers' own <i>Student Goal Setting Worksheet</i> (for one student) 	<ul style="list-style-type: none"> ▪ Time ▪ Data for each teacher 	<ul style="list-style-type: none"> ▪ 60-90 minutes 	<ul style="list-style-type: none"> ▪ After fall testing, prior to winter testing

Stepping Stones to Using Data Sample Teach-Back Plan (continued)

Task	Person(s) Responsible	Resources	Possible Roadblocks/Strategies to Overcome	Time Needed	Date of Completion
Teach-Back Session 5: Student Progress Report					
<ul style="list-style-type: none"> ■ Data (15 min.) ■ Access (15 min.) ■ Explore data (15-30 min.) <ul style="list-style-type: none"> ▶ Have each teacher choose one student on whom to focus. ■ Plan (15-30 min.) <ul style="list-style-type: none"> ▶ Decide how and when these may be used with students and/or parents. <p>(Same process and questions used in Session 1.)</p>	<ul style="list-style-type: none"> ■ Assessment coordinator ■ Administrator ■ Grade-level lead teachers 	<ul style="list-style-type: none"> ■ Computer lab ■ Annotated <i>Student Progress Report</i> ■ Teachers' own <i>Student Progress Report</i> (for one student) 	<ul style="list-style-type: none"> ■ Time ■ Data for each teacher 	<ul style="list-style-type: none"> ■ 60-90 minutes 	<ul style="list-style-type: none"> ■ After testing is complete; prior to parent/teacher conferences

Stepping Stones to Using Data Teach-Back Suggested Timeframes

Whole Day Teach-Back	Half-Day Teach-Back: Day One	Half-Day Teach-Back: Day Two
Session 1: 60 minutes Session 2: 60 minutes Session 3: 60 minutes Lunch Session 4: 60 minutes Session 5: 60 minutes Additional planning: 60 minutes	Session 1: 60 minutes Session 2: 60-90 minutes Session 3: 60 minutes	Session 4: 60 minutes Session 5: 60 minutes Additional planning: 60-90 minutes
Incremental Teach-Backs: Choose one report (one session) to focus on at a time; 60-90 minutes each.		

*Sessions provided based on school resources: lunch or after school, release time, etc.
 Ongoing coaching and data sessions could be planned for teachers to discuss how to access and analyze data during common planning times, release days, etc.*

Planning Forward

What will you do with the information you learned today?

How will you approach implementation?

Who will be involved?

When will you try it?

SECTION 2

MAP[®] for Primary Grades Resources: Client-Server Users

The information in this section is for use with the Reports Activities section of this workbook only. Please access the NWEA web site for the most up-to-date version of the *Guidelines for Placing Students* document.

Guidelines for Placing Students: MAP® for Primary Grades

MAP® for Primary Grades assessments were created by Northwest Evaluation Association™ (NWEA™) to give the primary grade teacher a more effective means of determining classroom grouping for differentiated instruction, designing curriculum, and diagnosing student needs than a one-on-one assessment between teacher and student. The assessments include Screening, Skills Checklist, and Survey with Goals tests. This document describes the use of these assessments, the test functionality, and content.

Note: This section includes the NWEA™ standard and Common Core goal structures.

Screening Assessments

Diagnostic tests with results reporting in number correct.

The Screening assessments, 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. The assessment is designed to adjust to more challenging or more basic questions depending on the need of the student as he or she proceeds through the assessment.

These 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.

This type of assessment is most often administered one-on-one as beginning students enter school. Gathering this information one-on-one takes considerable teacher time for the assessment and the reporting tasks. Using the Screening assessments to gather the information should be more efficient and return hours of valuable instructional time to the teachers.

One Reading Assessment:

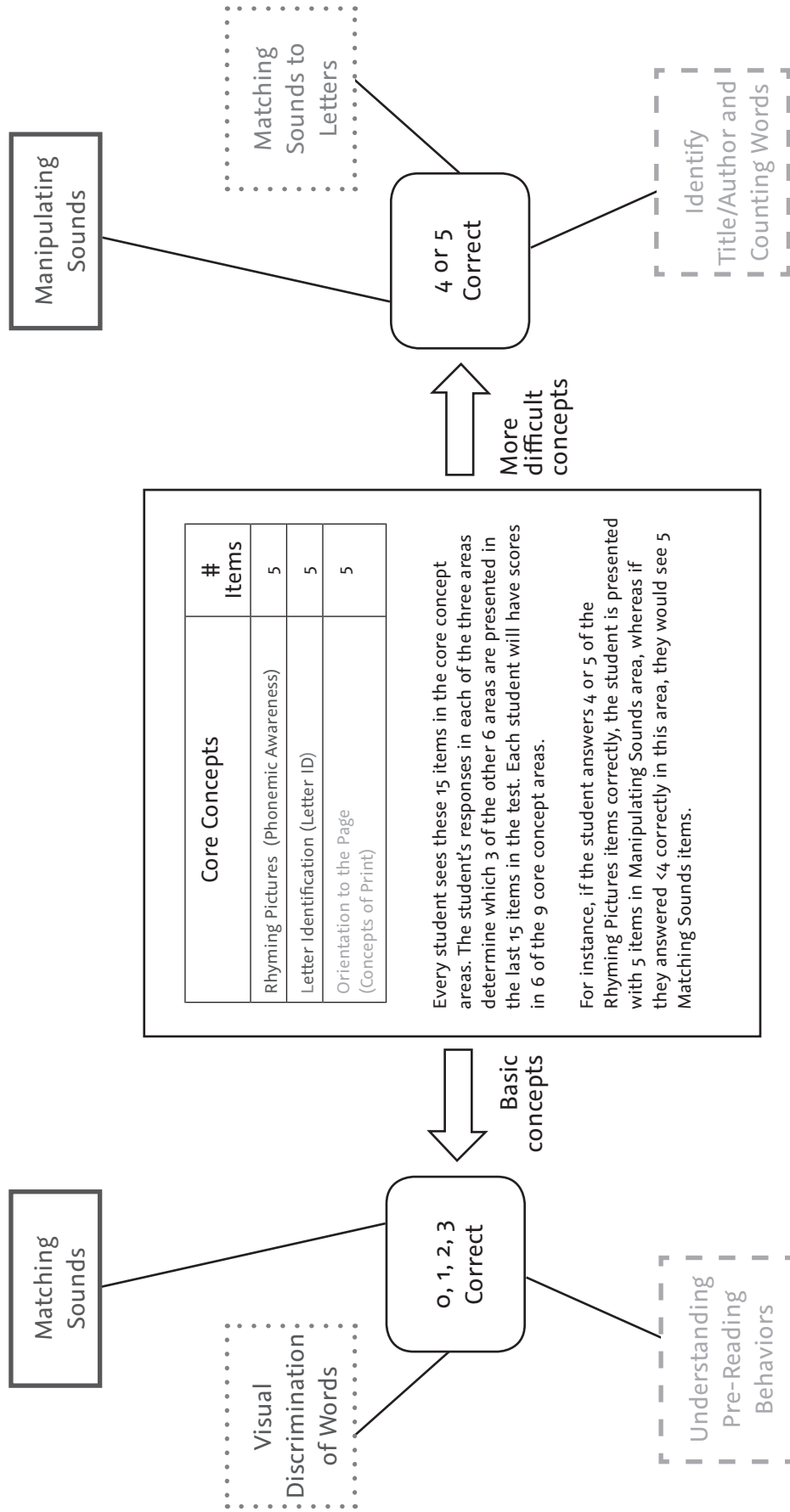
- PRI-READ-Screening (Early Literacy)

One Mathematics Assessment:

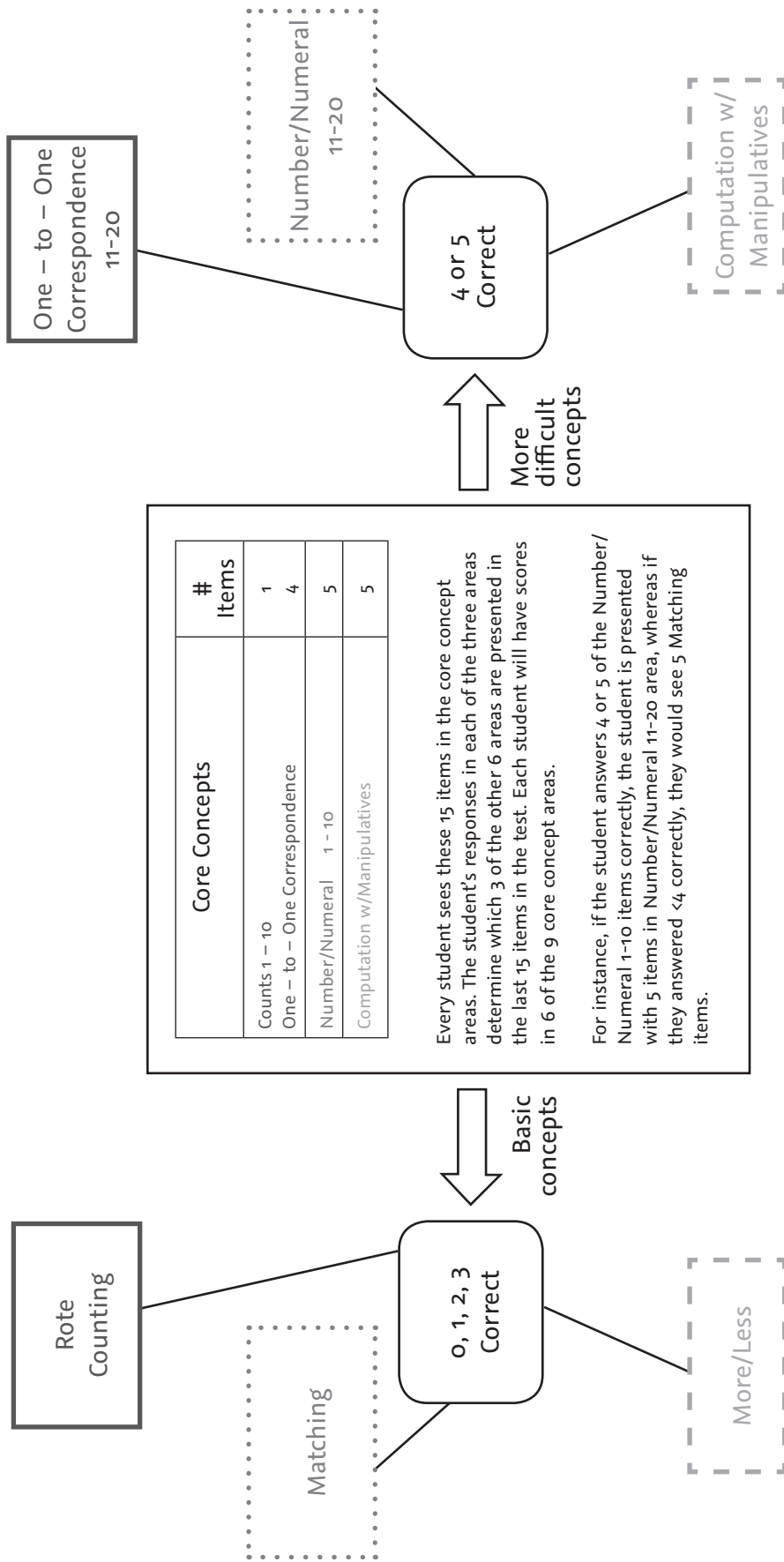
- PRI-MATH-Screening (Early Numeracy)

Reading Early Literacy Screening (2 familiarization items, 30 test items, 1 good job item)	Mathematics Early Numeracy Screening (3 familiarization items, 30 test items, 1 good job item)
Phonological Awareness: Matching Sounds, Rhyming, and Manipulating Sounds	Counts: Rote Counting – Counts to a Number Counts and One-to-One Correspondence 1-10 One-to-One Correspondence 11 - 20
Visual Discrimination/Phonics: Visual Discrimination of Words, Letter Identification, and Matching Sounds to Letters	Number/Numeral: Matches Numerals 1-10 Identifies Numerals 1-10 Identifies Numerals 11-20
Concepts of Print: Understanding Pre-Reading Behaviors, Orientation to the Page, Identify Title/Author, and Counting Words	Computation: Identifies Numbers of Objects – More/Fewer Computes with Manipulatives – Moving Objects Computes with Manipulatives – Numerical Answer

Early Literacy Screening - Test Functionality



Early Numeracy Screening – Test Functionality



Skills Checklist Assessments

Diagnostic tests with results reported in both percent and number correct.

The Skills Checklist assessments extend student assessment beyond the Screening assessments and are used to inform instruction relative to the skills of phonological awareness, phonemic awareness, letter identification, phonics, number sense and computation in reading and mathematics, respectively.

Test functionality in the Reading Skills Checklist tests will randomly present all the test items in the assessment to each student.

Test functionality in the Mathematics Computation Skills Checklist tests will randomly present items and automatically stop after the first 10 items, 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 items correctly will then see all the remaining items in the test. This should give the teacher the maximum amount of information about which Mathematics concept the student does and does not understand in the various subgoals without frustrating the lower performing students.

Ten Reading Assessments:

- PRI-READ-Skills (ConsonantBlends/Digraphs)
- PRI-READ-Skills (Decode:Multi-SyllableWords)
- PRI-READ-Skills (Decode:Patterns/WordFamilies)
- PRI-READ-Skills (LetterIdentification)
- PRI-READ-Skills (Manipulation of Sounds)
- PRI-READ-Skills (Matching Letters to Sounds)
- PRI-READ-Skills (PhonemeIdentification)
- PRI-READ-Skills (PhonologicalAwareness)
- PRI-READ-Skills (SyllableTypes:CVC,CVCe,R-Control)
- PRI-READ-Skills (VowelDigraphs/Diphthongs)

Skills Checklist Assessments (continued)

Twenty-eight Mathematics Assessments:

- PRI-MATH-Skills (Comp:10-UsingManipulatives)
- PRI-MATH-Skills (Comp:10-UsingNumbers)
- PRI-MATH-Skills (Comp:10-ProblemSolving)
- PRI-MATH-Skills (Comp:20-UsingManipulatives)
- PRI-MATH-Skills (Comp:20-UsingNumbers)
- PRI-MATH-Skills (Comp:20-ProblemSolving)
- PRI-MATH-Skills (Comp:100-NoRegroup-UsingManip)
- PRI-MATH-Skills (Comp:100-NoRegroup-UsingNumbers)
- PRI-MATH-Skills (Comp:100-NoRegroup-ProbSolving)
- PRI-MATH-Skills (Comp:100-w/Regroup-UsingManip)
- PRI-MATH-Skills (Comp:100-w/Regroup-UsingNumbers)
- PRI-MATH-Skills (Comp:100-w/Regroup-ProbSolv/Estim)
- PRI-MATH-Skills (Comp:1000-UsingManipulatives)
- PRI-MATH-Skills (Comp:1000-UsingNumbers)
- PRI-MATH-Skills (Comp:1000-ProbSolv/Estim)
- PRI-MATH-Skills (NumSense:10-Count, Order, PlaceVal)
- PRI-MATH-Skills (NumSense:10-Representation)
- PRI-MATH-Skills (NumSense:20-Count, PlaceValue)
- PRI-MATH-Skills (NumSense:20-Representation)
- PRI-MATH-Skills (NumSense:20-Ordering)
- PRI-MATH-Skills (NumSense:100-Count)
- PRI-MATH-Skills (NumSense:100-Representation)
- PRI-MATH-Skills (NumSense:100-Ordering)
- PRI-MATH-Skills (NumSense:100-PlaceValue)
- PRI-MATH-Skills (NumSense:1000-Count)
- PRI-MATH-Skills (NumSense:1000-Representation)
- PRI-MATH-Skills (NumSense:1000-Ordering)
- PRI-MATH-Skills (NumSense:1000-Place Value)

This type of assessment is most often administered one-on-one teacher to student to gather information about attainment of skills before and/or after instruction. Gathering this information one-on-one takes considerable teacher time for the assessment and the reporting tasks. Using the Skills Checklist assessments to gather the information should be more efficient and return hours of valuable instructional time to the teacher.

Reading – Skills Checklist Assessments

Decoding: Consonant Blends/Digraphs (1 familiarization item, 47 test items, 1 good job item)
Initial and Final Blends
Initial and Final Digraphs

Phonics: Matching Letters to Sounds (1 familiarization item, 31 test items, 1 good job item)
Consonant Sounds
Vowel Sounds

Decoding: Multi-Syllable Words, Affixes, Open/C+le (1 familiarization item, 30 test items, 1 good job item)
Inflectional Endings
Prefixes and Suffixes
Open and Closed/C+le Syllables

Phonemic Awareness: Phoneme Identification (1 familiarization item, 44 test items, 1 good job item)
Initial Consonants
Final Consonants
Middle Vowels

Decoding: Spelling Patterns/Word Families (1 familiarization item, 18 test items, 1 good job item)
Word Families

Phonological Awareness (1 familiarization item, 35 test items, 1 good job item)
Rhyming
Identifying Number of Syllables (One, Two, and Three)
Blending

Letter Identification (1 familiarization item, 52 test items, 1 good job item)
Upper Case
Lower Case

Syllable Types: CVC, CVCe, R-Controlled (1 familiarization item, 14 test items, 1 good job item)
CVC
CVCe
R-Controlled

Phonemic Awareness: Manipulation of Sounds (1 familiarization item, 35 test items, 1 good job item)
Blending of Sounds
Substitution of Sounds: Beginning, Middle, and End
Deletion of Sounds

Syllable Types: Vowel, Digraphs/Diphthongs (1 familiarization item, 21 test items, 1 good job item)
Digraphs
Diphthongs

Mathematics – Skills Checklist Assessments

Computation to 10 – Using Manipulatives (1 familiarization item, 20 test items, 1 good job item)	Number Sense to 10 – Counting, Ordering, Place Value (3 familiarization items, 31 test items, 1 good job item)
Addition: Computation and Story Problems – Using Manipulatives	Counts to 10 – Forwards and Backwards
Subtraction: Computation and Story Problems – Using Manipulatives	One-to-One Correspondence
	Identifies Position – First, Last and 1st – 10th
	Compares Numbers Using Words
	Groups Objects into 10s
Computation to 10 – Using Numbers (1 familiarization item, 25 test items, 1 good job item)	Number Sense to 10 – Identifying/Representing (3 familiarization items, 34 test items, 1 good job item)
Addition: Two 1-Digit Numbers – Horizontal and Vertical	Names Numerals
Addition: Three 1-Digit Numbers	Represents Numerals Correctly
Subtraction: Two 1-Digit Numbers – Horizontal and Vertical	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¢
Computation to 10 – Problem Solving (1 familiarization item, 10 test items, 1 good job item)	Number Sense to 20 – Counting, Place Value (2 familiarization items, 24 test items, 1 good job item)
Addition: Story Problems – Result Unknown	Counts by 1s, 2s, and 5s
Subtraction: Story Problems – Result Unknown	Counts Backwards
	Counts on from any Number by 1s
	One-to-One Correspondence
	Groups Objects into 10s and 1s
Computation to 20 – Using Manipulatives (1 familiarization item, 20 test items, 1 good job item)	Number Sense to 20 – Identifying/Representing (3 familiarization items, 34 test items, 1 good job item)
Addition: Computation and Story Problems – Using Manipulatives	Identifies Numerals and Represents Numbers
Subtraction: Computation and Story Problems – Using Manipulatives	Composes and Decomposes Numbers
	Identifies Multiple Ways of Representing Numbers
	Identifies or Represents $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$

Mathematics – Skills Checklist Assessments (continued)

Computation to 20 – Using Numbers (1 familiarization item, 25 test items, 1 good job item)
Addition: Two 1-Digit Numbers – Horizontal and Vertical
Addition: Three 1-Digit Numbers
Subtraction: Two 1-Digit Numbers – Horizontal and Vertical

Number Sense to 20 - Ordering (1 familiarization item, 30 test items, 1 good job item)
Identifies Position – 11th to 20th
Compares Numbers 1-20 Using Words
Identifies Number 1 More/Less Than a Given Number
Identifies Numbers Between Two Given Numbers
Compares the Value of One Coin to Another – Penny, Nickel, Dime

Computation to 20 – Problem Solving (1 familiarization item, 10 test items, 1 good job item)
Addition: Story Problems – Result Unknown
Subtraction: Story Problems – Result Unknown

Number Sense to 100 - Counting (1 familiarization item, 21 test items, 1 good job item)
Counts on by 1s, 2s, 5s, and 10s
Counts by 10s to 100

Computation to 100 – No Regrouping – Using Manipulatives (1 familiarization item, 20 test items, 1 good job item)
Addition and Subtraction – Using Manipulatives
Multiplication – Using Manipulatives
Division – Using Manipulatives

Number Sense to 100 – Identifying/Representing (2 familiarization items, 35 test items, 1 good job item)
Identifies Numerals
Represents Numbers
Composes and Decomposes Numbers
Identifies Multiple Ways of Representing Numbers
Fractions – Thirds
Money

Computation to 100 – No Regrouping – Using Numbers (1 familiarization item, 35 test items, 1 good job item)
Addition: 1- or 2- Digit Numbers – Horizontal/Vertical
Addition: Multiple 1- and 2- Digit Numbers
Subtraction: Two 1- or 2- Digit Numbers – Horizontal/Vertical
Multiplication: Basic Facts – Horizontal/Vertical

Number Sense to 100 - Ordering (1 familiarization item, 25 test items, 1 good job item)
Compares Numbers
Identifies Number 1 > and < a Given Number
Identifies Numbers Between Two Given Numbers
Orders and Compares the Value of Coins

Mathematics – Skills Checklist Assessments (continued)

Computation to 100 – No Regrouping – Problem Solving (1 familiarization item, 25 test items, 1 good job item)	Number Sense to 100 – Place Value (1 familiarization item, 20 test items, 1 good job item)
Addition: Story Problems – Result Unknown	Identifies Standard Form Name
Addition: Story Problems – Start or Change Unknown	Identifies Number of Sets Given Pictures
Addition: Story Problems – Multiple Numbers	Identifies Number of Sets Given Numbers
Subtraction: Story Problems – Result Unknown	Reorganizes Groups of 10s and 1s
Subtraction: Story Problems – Start or Change Unknown	
Computation to 100 – With Regrouping–Using Manipulatives (1 familiarization item, 20 test items, 1 good job item)	Number Sense to 1000 – Counting (1 familiarization item, 24 test items, 1 good job item)
Addition and Subtraction – Using Manipulatives	Counts by 3s
Multiplication – Using Manipulatives	Counts on by 2s and 5s
Division – Using Manipulatives	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
Computation to 100 – With Regrouping – Using Numbers (1 familiarization item, 35 test items, 1 good job item)	Number Sense to 1000 – Identifying/Representing (3 familiarization items, 30 test items, 1 good job item)
Addition: 1- or 2- Digit Numbers – Horizontal/Vertical	Identifies Numerals
Addition: Multiple 1- and 2- Digit Numbers	Represents Numbers
Subtraction: Two 1- or 2- Digit Numbers – Horizontal/Vertical	Composes and Decomposes
Multiplication: 2-Digit Numbers < 20 by a 1-Digit Number	Identifies Multiple Ways of Representing Numbers
Division: Basic Facts	Fractions – Eights
	Money
Computation to 100 – With Regrouping – Problem Solving/Estimation (3 familiarization items, 35 test items, 1 good job item)	Number Sense to 1000 – Ordering (1 familiarization item, 35 test items, 1 good job item)
Addition: Story Problems and Estimation	Compares Numbers Using Words and Symbols
Subtraction: Story Problems and Estimation	Identifies Number 10 Less/More than a Given Number
	Identifies Number 100 Less/More than a Given Number
	Identifies Numbers Between Two Given Numbers

Mathematics – Skills Checklist Assessments (continued)

Computation to 1000 – Using Manipulatives (1 familiarization item, 20 test items, 1 good job item)
Addition: Using Manipulatives
Subtraction: Using Manipulatives
Multiplication: Using Manipulatives
Division: Using Manipulatives (with Remainders)

Number Sense to 1000 – Place Value (2 familiarization items, 20 test items, 1 good job 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

Computation to 1000 – Using Numbers (2 familiarization items, 20 test items, 1 good job 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

Computation to 1000 – Problem Solving and Estimation (3 familiarization items, 30 test items, 1 good job item)
Addition: Story Problems and Estimation
Subtraction: Story Problems and Estimation
Multiplication: Story Problems
Division: Story Problems

Survey w/ Goals Assessments

Adaptive tests with results reported in RIT scores.

The Survey w/ Goals segment tests adapt to the level of difficulty appropriate for the student, and when combined, provide RIT scores which may be used to measure growth from fall-to-spring and year-to-year. If a student takes both test segments in a subject area within 28 days, they will be automatically combined.

The RIT scores assist teachers 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.

By presenting only three goal areas in each test segment, this limits the number of items presented to the primary grades student. The two Reading test segment scores and two Mathematics test segment scores, respectively, are combined to give a single RIT score in each measurement scale for the student. This RIT score can then be used with the *Primary Grades Instructional Data* to group students for differentiated instruction, develop curriculum and diagnose individual student instructional needs.

The reading comprehension test segment includes items that assess listening comprehension, items that provide audio support with text, items that have audio to be used at the discretion of the student, and items that include no audio at all. Cognitive complexity and the comprehension skill being assessed are factors that contribute to where the items fall on the RIT scale. In other words, there are items at all difficulty levels with and without audio.

The Lexile® Range is calculated based on the Vocabulary, Word Structure, and Comprehension test.

NWEA™ Standard Goal Structures

Two Reading Assessments:

- PRI-READ-Survey w/Goals (PhonAware,Phonic,ConPrnt)
- PRI-READ-Survey w/Goals (Vocab,Comprehen,Writing)

Phonological Awareness, Phonics, Concepts of Print (4 familiarization items, 30 test items, 1 good job item)	Vocabulary and Word Structure, Comprehension, & Writing (4 familiarization items, 30 test items, 1 good job item)
Phonological Awareness <ul style="list-style-type: none"> ▪ Phoneme Identification ▪ Blending ▪ Rhyming ▪ Phonemic Manipulation of Sounds and Syllabication 	Vocabulary and Word Structure <ul style="list-style-type: none"> ▪ Sight Words ▪ Content Vocabulary and Context Clues ▪ Synonyms, Antonyms, Homonyms, Homographs, Homophones ▪ Base Words, Prefixes, Suffixes ▪ Compound Words, Contractions
Phonics <ul style="list-style-type: none"> ▪ Consonants ▪ Vowel Patterns ▪ Spelling Patterns and Rhyming ▪ Sound Manipulation and Syllabication 	Comprehension <ul style="list-style-type: none"> ▪ Literal Comprehension ▪ Interpretive Comprehension ▪ Evaluative Comprehension
Concepts of Print <ul style="list-style-type: none"> ▪ Developmental Reading Skills ▪ Developmental Writing Skills ▪ Environmental Print 	Writing <ul style="list-style-type: none"> ▪ Writing Process ▪ Conventions of Language ▪ Language Structure, Phrase, Sentence, Paragraph ▪ Grammatical Patterns

Two Mathematics Assessments:

- PRI-MATH-Survey w/Goals (PrSolv,NumSense,Comp)
- PRI-MATH-Survey w/Goals (Meas/Geo,Stat/Prob,Alg)

Problem Solving, Number Sense, Computation (4 familiarization items, 30 test items, 1 good job item)	Measurement/Geometry, Statistics/Probability, Algebra (4 familiarization items, 30 test items, 1 good job item)
Problem Solving <ul style="list-style-type: none"> ▪ Understand and Represent Word Problems ▪ Solutions Strategies and Verification of Answers ▪ Logic, Reasoning, Conjectures, and Proof 	Measurement and Geometry <ul style="list-style-type: none"> ▪ Attributes, Compare, Order, Tools, Units ▪ Measure and Estimate ▪ Identify, Attributes: Lines, 2-D, 3-D ▪ Spatial, Transformations, Symmetry, Congruence
Number Sense <ul style="list-style-type: none"> ▪ Count ▪ Identify, Represent: Whole Numbers, Fractions ▪ Relative Position and Magnitude ▪ Place Value and Base-Ten System 	Statistics and Probability <ul style="list-style-type: none"> ▪ Data Collection, Organization, and Display ▪ Data Analysis ▪ Probability and Predictions
Computation <ul style="list-style-type: none"> ▪ Addition ▪ Subtraction ▪ Readiness for Multiplication and Division 	Algebra <ul style="list-style-type: none"> ▪ Attributes, Patterns, and Functions ▪ Understand Algebraic Concepts ▪ Application of Algebraic Concepts

Common Core Goal Structures

Two Reading Assessments:

- PRI-READ-Survey w/Goals Common Core(Found Skills,Lit/Info)V1 (TestTaker Name)
- PRI-READ-Survey w/Goals Common Core(Vocab,Lang/Writing)V1 (TestTaker Name)

Foundational Skills, Literature and Informational (4 familiarization items, 28 test items, 1 good job item)	Vocabulary Use and Functions, Language and Writing (4 familiarization items, 28 test items, 1 good job item)
Foundational Skills <ul style="list-style-type: none"> ▪ Phonics and Word Recognition ▪ Phonological Awareness ▪ Print Concepts 	Vocabulary Use and Functions <ul style="list-style-type: none"> ▪ Language: Context Clues and References ▪ Vocabulary Acquisition and Use
Literature and Informational <ul style="list-style-type: none"> ▪ Informational Text: Key Ideas, Details, Craft Structure ▪ Literature: Key Ideas, Craft Structure 	Language and Writing <ul style="list-style-type: none"> ▪ Capitalize, Spell, Punctuate ▪ Language: Grammar, Usage ▪ Writing: Purposes: Plan, Develop, Edit

Two Mathematics Assessments:

- PRI-MATH-Survey w/Goals Common Core(Algebra,Num/Operations)V1 (TestTaker Name)
- PRI-MATH-Survey w/Goals Common Core(Meas/Data,Geometry)V1 (TestTaker Name)

Operations and Algebraic Thinking, Number and Operations in Base Ten (4 familiarization items, 28 test items, 1 good job item)	Measurement and Data, Geometry (4 familiarization items, 28 test items, 1 good job item)
Operations and Algebraic Thinking <ul style="list-style-type: none"> ▪ Represent and Solve Problems ▪ Properties of Operations 	Measurement and Data <ul style="list-style-type: none"> ▪ Solve Problems Involving Measurement ▪ Represent and Interpret Data
Number and Operations <ul style="list-style-type: none"> ▪ Understand Place Value, Counting, and Cardinality ▪ Number and Operations: Base Ten and Fractions 	Geometry <ul style="list-style-type: none"> ▪ Reason with Shapes and Their Attributes

NOTES

SECTION 3

MAP® for Primary Grades Resources: Web-Based Users

The information in this section is for use with the Reports 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.

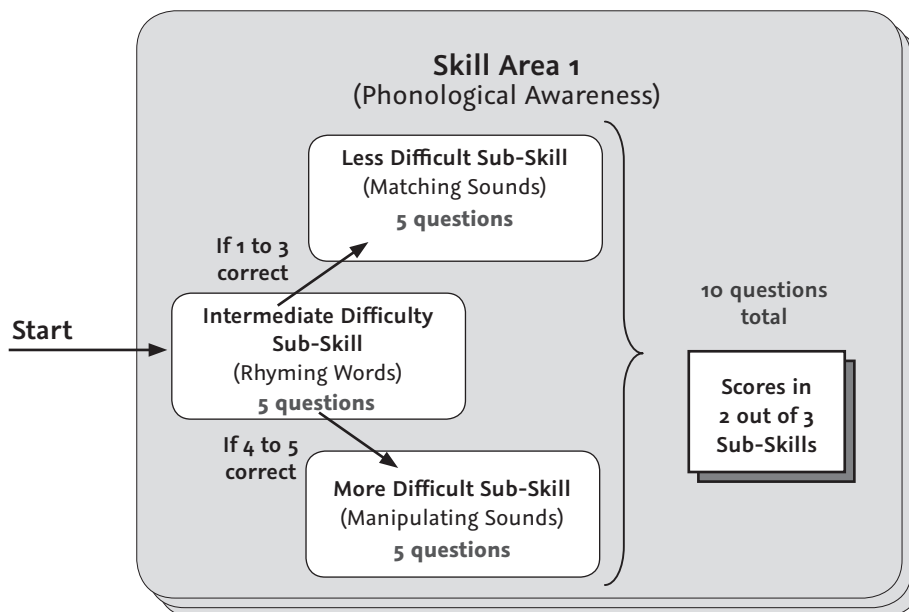


Figure 7:
Selection Process for
Questions in MPG
Screening Test

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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ Matches Numerals 1 to 10 ▪ Identifies Numerals 1 to 10 ▪ Identifies Numerals 11 to 20
Computation	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ Matching Sounds ▪ Rhyming Words ▪ Manipulating Sounds
Visual Discrimination/Phonics	<ul style="list-style-type: none"> ▪ Visual Discrimination of Words ▪ Letter Identification ▪ Matching Sounds to Letters
Concepts of Print	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 47 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ Initial and Final Blends ▪ Initial and Final Digraphs
Reading Decoding Multi-Syllable Words, Affixes, Open/C+le	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 30 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ Inflectional Endings ▪ Prefixes and Suffixes ▪ Open and Closed/C+le Syllables
Reading Decoding Spelling Patterns/Word Families	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 18 test questions 	<ul style="list-style-type: none"> ▪ Word Families
Reading Letter Identification	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 52 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ Upper Case ▪ Lower Case
Reading Phonemic Awareness: Manipula- tion of Sounds	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 35 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ Blending of Sounds ▪ Substitution of Sounds: Beginning, Middle, and End ▪ Deletion of Sounds
Reading Phonics: Match- ing Letters to Sounds	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 31 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ Consonant Sounds ▪ Vowel Sounds
Reading Phonemic Awareness: Phoneme Identification	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 44 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ Initial Consonants ▪ Final Consonants ▪ Middle Vowels
Reading Phonological Awareness	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 35 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ Rhyming ▪ Identifying Number of Syllables (one, two, and three) ▪ Blending
Reading Syllable Types: CVC, CVCe, R-Controlled	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 14 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ CVC ▪ CVCe ▪ R-Controlled
Reading Syllable Types: Vowel Digraphs/ Diphthongs	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 21 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 20 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ Addition: Computation and Story Problems – Using Manipulatives ▪ Subtraction: Computation and Story Problems – Using Manipulatives
Mathematics Computation to 10 Using Numbers	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 25 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 10 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ Addition: Story Problems – Result Unknown ▪ Subtraction: Story Problems – Result Unknown
Mathematics Computation to 20 Using Manipulatives	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 20 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ Addition: Story Problems - Using Manipulatives ▪ Subtraction: Computation – Using Manipulatives
Mathematics Computation to 20 Using Numbers	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 25 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 10 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ Addition: Story Problems – Result Unknown ▪ Subtraction: Story Problems – Result Unknown
Mathematics Computation to 100 Using Manipulatives, No Regrouping	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 20 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ Addition and Subtraction – Using Manipulatives ▪ Multiplication – Using Manipulatives ▪ Division – Using Manipulatives
Mathematics Computation to 100 Using Numbers, No Regrouping	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 35 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 25 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 20 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ Addition and Subtraction – Using Manipulatives ▪ Multiplication – Using Manipulatives ▪ Division – Using Manipulatives
Mathematics Computation to 100 Using Numbers with Regrouping	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 35 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 3 familiarization questions ▪ 35 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ Addition: Story Problems and Estimation ▪ Subtraction: Story Problems and Estimation
Mathematics Computation to 1000 Using Manipulatives	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 20 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ Addition: Using Manipulatives ▪ Subtraction: Using Manipulatives ▪ Multiplication: Using Manipulatives ▪ Division: Using Manipulatives (with remainders)
Mathematics Computation to 1000 Using Numbers	<ul style="list-style-type: none"> ▪ 2 familiarization questions ▪ 20 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 3 familiarization questions ▪ 30 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 3 familiarization questions ▪ 31 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 3 familiarization questions ▪ 34 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 2 familiarization questions ▪ 24 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 30 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 3 familiarization questions ▪ 34 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 21 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ Counts on by 1s, 2s, 5s, and 10s ▪ Counts by 10s to 100
Mathematics Number Sense to 100: Ordering	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 25 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 20 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 2 familiarization questions ▪ 35 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ Identifies numerals ▪ Represents numbers ▪ Composes and Decomposes numbers ▪ Identifies multiples ways of representing numbers ▪ Fractions: thirds ▪ Money
Mathematics Number Sense to 1000: Counting	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 24 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 1 familiarization question ▪ 35 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 2 familiarization questions ▪ 20 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 3 familiarization questions ▪ 30 test questions ▪ 1 reward item 	<ul style="list-style-type: none"> ▪ 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 question
- 52 test questions
- 1 reward item

Table 20: Goals for MPG Mathematics Survey with Goals (NWEA Standard)

GOAL AREA	SUB-GOALS
Problem Solving	<ul style="list-style-type: none"> ▪ Understand and Represent Word Problems ▪ Solution Strategies and Verification of Answers ▪ Logic, Reasoning, Conjectures, and Proof
Number Sense	<ul style="list-style-type: none"> ▪ Count ▪ Identify, Represent: Whole Numbers, Fractions ▪ Relative Position and Magnitude ▪ Place Value and Base-Ten System
Computation	<ul style="list-style-type: none"> ▪ Addition and Subtraction ▪ Readiness for Multiplication and Division
Measurement and Geometry	<ul style="list-style-type: none"> ▪ Attributes, Compare, Order, Tools, Units ▪ Measure and Estimation ▪ Identify, Attributes: Lines, 2-D, 3-D ▪ Spatial, Transformations, Symmetry, Congruence
Statistics and Probability	<ul style="list-style-type: none"> ▪ Data Collection, Organization, and Display ▪ Data Analysis ▪ Probability and Predictions
Algebra	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ Phoneme Identification ▪ Blending ▪ Rhyming ▪ Phonemic Manipulation of Sounds and Syllabication
Phonics	<ul style="list-style-type: none"> ▪ Consonants ▪ Vowel Patterns ▪ Spelling Patterns and Rhyming ▪ Sound Manipulation and Syllabication
Concepts of Print	<ul style="list-style-type: none"> ▪ Developmental Reading and Writing Skills ▪ Environmental Print
Vocabulary and Word Structure	<ul style="list-style-type: none"> ▪ Sight Words ▪ Content Vocabulary and Context Clues ▪ Synonyms, Antonyms, Homonyms, Homographs, Homophones ▪ Base Words, Prefixes, Suffixes ▪ Compound Words, Contractions
Comprehension	<ul style="list-style-type: none"> ▪ Literal, Interpretive, and Evaluative Comprehension
Writing	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ Represent and Solve Problems ▪ Properties of Operations
Number and Operations	<ul style="list-style-type: none"> ▪ Understand Place Value, Counting, and Cardinality ▪ Number and Operations: Base Ten and Fractions
Measurement and Data	<ul style="list-style-type: none"> ▪ Solve Problems Involving Measurement ▪ Represent and Interpret Data
Geometry	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ Phonics and Word Recognition ▪ Phonological Awareness ▪ Print Concepts
Language and Writing	<ul style="list-style-type: none"> ▪ Capitalize, Spell, Punctuate ▪ Language: Grammar, Usage ▪ Writing: Purposes: Plan, Develop, Edit
Literature and Informational	<ul style="list-style-type: none"> ▪ Informational Text: Key Ideas, Details, Craft, Structure ▪ Literature: Key Ideas, Craft, Structure
Vocabulary Use and Functions	<ul style="list-style-type: none"> ▪ Language: Context Clues and References ▪ Vocabulary Acquisition and Use

NOTES



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