

# A Parent's Guide to the MAP Assessment

## **What is MAP?**

Measures of Academic Progress (MAP) is a state-aligned computerized adaptive assessment. The word *adaptive* is key in understanding how MAP assessments work. As a student answers questions correctly, they are given increasingly difficult questions. Likewise, as a student incorrectly answers questions, they are given questions that are not as difficult. Two students taking the same MAP test in the same subject area will have different experiences because of this adaptive approach. This information is then used to determine the exact level of the individual student.

## **Student MAP Scores**

Student MAP testing results are reported in RIT scores (short for Rasch Unit). A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school. You may have a chart in your home on which you mark your child's height at certain times, such as on his or her birthday. This is a growth chart to show how much he or she has grown from one year to the next. MAP assessments do the same sort of thing, except they measure your student's growth in mathematics and reading. The RIT scale is an equal-interval scale much like feet and inches on a yardstick. The RIT scale can be used to chart your child's academic growth from year to year.

## **Understanding the RIT Score**

The charts in this document show national median RIT scores for students. You may use these charts to help determine if your student is performing at, above, or below grade level compared to students across the nation. It is important to understand that the MAP test is one test at one point in time. It does not measure intelligence or a student's capacity for learning. When making decisions about students, MAP test results provide helpful information about a student's current and historical performance in the tested subject area.

## **National Percentiles**

MAP results are also reported as National Percentiles. A National Percentile is a comparison of student achievement to the national norming group for a specific grade and subject. The most recent norming occurred in 2015.

If a student scores in the 50<sup>th</sup> National Percentile that student knows as much or more content than 50 out of every 100 students at the same grade and subject.

## **Growth Over Time**

We expect RIT scores to increase over time. Typically, younger students show more growth in one year than older students. Students who test above grade level often show less growth. Sometimes RIT scores may decline from one test to the next. One low test score is not cause for immediate concern. Like adults, students have good and bad days and their test results do not always indicate what they know.

Parents should become comfortable with the understanding that individuals will grow at different rates. Anticipated growth rates for each student are based on national norms and should be viewed as "typical" growth, not expected growth.

## Achievement Guideline Chart

The chart below shows the NATIONAL grade level scores for students who tested in the Fall and Spring. This shows the average achievement level for each grade and subject RIT. This can help inform if your student is performing at, above, or below the ‘average’ student in the norm group nationally.

2015 Reading Student National Norms				2015 Mathematics Student National Norms			
	Begin-Year	Mid-Year	End-Year		Begin-Year	Mid-Year	End-Year
Grade	Average	Average	Average	Grade	Average	Average	Average
K	141	151.3	158.1	K	140	151.5	159.1
1	160.7	171.5	177.5	1	162.4	173.8	180.8
2	174.7	184.2	188.7	2	176.9	186.4	192.1
3	188.3	195.6	198.6	3	190.4	198.2	203.4
4	198.2	203.6	205.9	4	201.9	208.7	213.5
5	205.7	209.8	211.8	5	211.4	217.2	221.4
6	211	214.2	215.8	6	217.6	222.1	225.3
7	214.4	216.9	218.2	7	222.6	226.1	228.6
8	217.2	219.1	220.1	8	226.3	229.1	230.9
9	220.2	221.3	221.9	9	230.3	232.2	233.4
10	220.4	221	221.2	10	230.1	231.5	232.4
11	222.6	222.7	222.3	11	233.3	234.4	235

## Growth Norms

The growth norm tables below show mean growth (in RIT score) from the average grade level achievement score. In each case, the starting score is used to predict growth. If a particular student's starting score is lower than the grade level mean, the growth mean is typically higher. Similarly, students with starting scores above the grade level mean would typically show a lower amount of growth on average. These growth norms are listed to provide some context to student growth. There are many considerations to estimate student progress including data collected beyond the MAP assessment.

2015 Reading National Student Growth Norms			2015 Mathematics National Student Growth Norms				
	Begin-to-Mid-Year	Mid-to-End-Year	Begin-to-End-Year		Begin-to-Mid-Year	Mid-to-End-Year	Begin-to-End-Year
Grade	Average	Average	Average	Grade	Average	Average	Average
K	10.3 RIT	6.81	17.1	K	11.4 RIT	7.67	19.1
1	10.8	5.99	16.8	1	11.4	6.97	18.4
2	9.5	4.52	14	2	9.5	5.72	15.2
3	7.3	3.02	10.3	3	7.8	5.19	13
4	5.4	2.33	7.8	4	6.8	4.78	11.6
5	4.2	1.97	6.1	5	5.8	4.13	9.9
6	3.2	1.54	4.8	6	4.4	3.26	7.7
7	2.5	1.25	3.7	7	3.5	2.47	6
8	1.9	0.99	2.8	8	2.9	1.78	4.6
9	1.1	0.6	1.7	9	2	1.17	3.1
10	0.6	0.17	0.7	10	1.5	0.85	2.3

## Score Report Guidance

The final page of this guide shows a sample student progress report with embedded comments to assist in the interpretation of the report.

### What if I have questions or concerns about the results?

If you have questions or concerns, please do not hesitate to contact your child's teacher or principal. Mrs. Smith (Primary School Principal) can be reached at [smith.132@napls.us](mailto:smith.132@napls.us) or 614-413-8600, and Mrs. Nowak (Intermediate School Principal) can be reached at [nowak.3@napls.us](mailto:nowak.3@napls.us) or 614-741-3000. Mr. Emery, the Director of Elementary Education, can be reached at [emery.3@napls.us](mailto:emery.3@napls.us) or 614-855-2040.

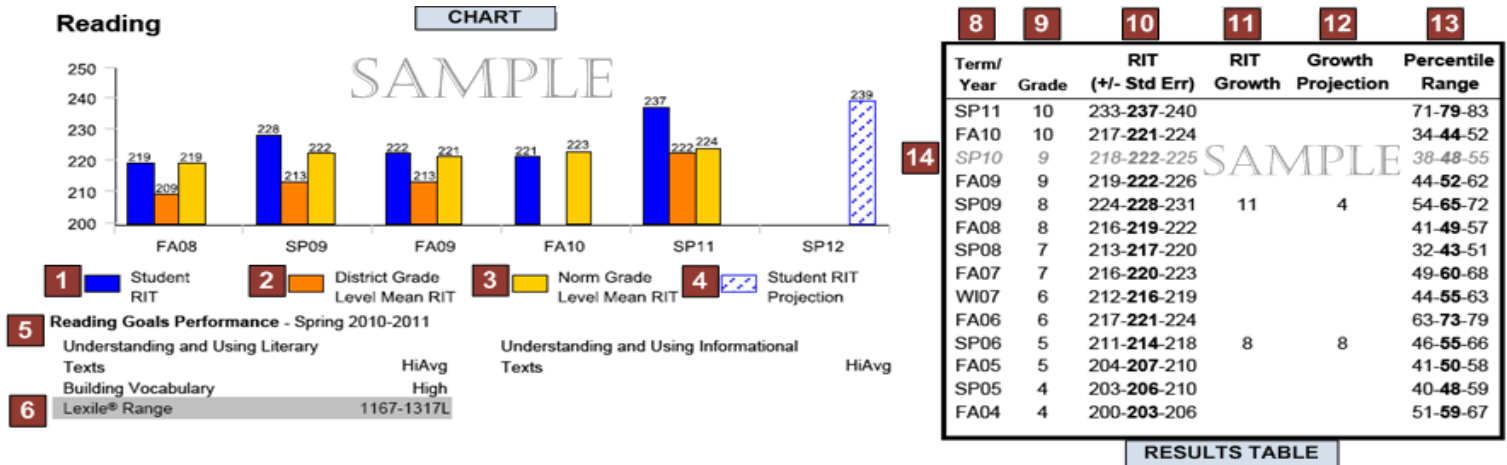


## Quick Reference

This report displays current and past RIT scores of a student. RIT stands for Rasch Unit, which is a unit of measure that uses individual test question difficulty values to estimate student achievement.

The RIT is used to measure how “tall” a student is on the curriculum scale and scores can be compared to tell how much growth a student has made, similar to measuring height on a yardstick. This score is independent of the age or grade of the student but reflects the instructional level at which the student is currently performing, helping teachers plan instruction at an appropriate level for the student.

If you have questions about this report, please contact your child’s school.



### Chart Legend

- 1 Student RIT** – The student’s RIT score on each growth test.
- 2 District Grade Level Mean RIT** – The average RIT score for students in the same school district and same grade that were tested at the same time as the student named on this report. Lack of the District Grade Level Mean RIT bar indicates that the RIT is not available due to the district testing window not being closed.
- 3 Norm Grade Level Mean RIT** – The average RIT score for students in the same grade and tested in the same term as observed in the most recent NWEA RIT Scale Norms study. Lack of the Norm Grade Level Mean RIT bar indicates that the RIT is not available due to no norm data being available for that particular grade and/or subject.
- 4 Student RIT Projection** – The projected RIT score of the student for when they take a future test. This projected RIT score is based on the student’s actual RIT score in the first term of the Growth Comparison Period and the average RIT growth of students who were in the same grade and tested in the same term as observed in the most recent NWEA RIT Scale Norms\* study.
- 5 Goals Performance** – Each goal area included in the test is listed along with a goal range or descriptive adjective of the student’s score. The possible descriptors are Low (percentile < 21), LoAvg (percentile between 21 and 40), Avg (percentile between 41 and 60), HiAvg (percentile between 61 and 80), and High (percentile > 80). An asterisk (\*) is displayed if the goal score was not able to be calculated due to too many items answered incorrectly or too few items available in the RIT range assessed.
- 6 Lexile® Range** – This range appears when the student has taken a reading test. You can use it with online resources to identify appropriately challenging books, periodicals, and other reading material for the student. Lexile® is a trademark of MetaMetrics, Inc.

### Results Table Legend

- 7 Growth Comparison Period** – The terms that define the time frame for which the RIT Growth, Growth Projection and Student RIT Projection value(s) are calculated.
- 8 Term/Year** – The test term (FA=fall, SP=spring, WI=winter, SU=summer) and the year when the student took the test.
- 9 Grade** – Grade of the student when the test was taken.
- 10 RIT** – The middle number is this student’s RIT score. The numbers on either side of the RIT score define the score +/- the standard error. If retested soon, the student’s score would fall within this range most of the time.
- 11 RIT Growth** – Presents the student’s growth in RIT points made between growth tests in the Growth Comparison Period.
- 12 Growth Projection** – The average growth of students who were in the same grade and began the same term at a similar RIT score according to the most recent NWEA RIT Scale Norms\* study.
- 13 Percentile Range** – The number in the middle is this student’s percentile rank, or the percentage of students that had a RIT score less than or equal to this student’s score according to the most recent NWEA RIT Scale Norms study. The numbers on either side of the percentile rank define the percentile range. If retested soon, this student’s percentile rank would be within this range most of the time.
- 14 Non-growth tests** – Tests may be taken from time to time for informational purposes only and are not used to determine student growth. These tests are presented in gray italicized text.



# Student Progress Report

District: [Redacted]  
 School: [Redacted]  
 Term Rostered: [Redacted]

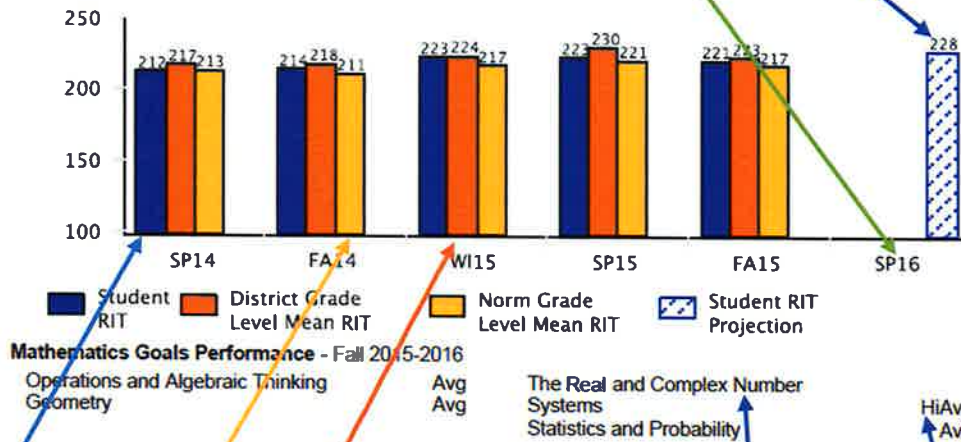
Norms Reference Data: 2015  
 Growth Comparison Period: Fall to Spring

**Subject Tested**

**Projected RIT score** for an upcoming assessment period, in this case **Spring of 2016** (FA = Fall, WI = Winter)

The **RIT growth projection** here is based on the growth period it is measured, which is **fall to spring** for this report.

## Mathematics



Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA15	6	218- <b>221</b> -224			53- <b>60</b> -67
SP15	5	220- <b>223</b> -226	9	10	47- <b>54</b> -61
WI15	5	220- <b>223</b> -226			57- <b>65</b> -71
FA14	5	211- <b>214</b> -217			49- <b>57</b> -65
SP14	4	209- <b>212</b> -215	1	11	38- <b>46</b> -54
WI14	4	213- <b>216</b> -219			62- <b>70</b> -76
FA13	4	208- <b>211</b> -214			67- <b>74</b> -81
SP13	3	213- <b>216</b> -219	22	13	76- <b>82</b> -87
WI13	3	196- <b>199</b> -202			44- <b>52</b> -61
FA12	3	191- <b>194</b> -197			52- <b>61</b> -69
SP12	2	185- <b>188</b> -191	8	15	30- <b>38</b> -46
WI12	2	188- <b>191</b> -194			55- <b>64</b> -72
FA11	2	177- <b>180</b> -183			51- <b>59</b> -68

Each testing time is represented with three bars. The first is the **student's Actual RIT score**. The middle is the **District Average** (Mean) RIT for that grade level to compare the student to their grade-level peers in the district. The last bar is the **National Average** for comparison of the student's RIT to all students in the same grade nationally. The RIT value of each bar is above the bar itself.

Student RIT range (**Actual RIT score** in bold). **RIT growth** shows the growth for that school year. Compared to the projection, it is used to see if a student is making progress in the subject area. The far right column is the national percentile range, with the actual **national percentile** in bold.

**Goals Performance Section** breaks down the RIT score for each subject into smaller strands and how the student performed in that area (Hi, HiAvg, Avg, LowAvg, or Low)