NWEA MAP Growth and MAP Skills Roadmap

MAP Growth BOY

GOAL: Accurately identify the instructional needs of each student, including students in need of intervention.

Data Reports

- **Class Report** - Identify a goal area
- **Class Breakdown by Goal** - Help identify level of understanding of students in the identified goal area
- **Student Profile** - Identify learning paths and growth goals for each student
- **Learning Continuum (Group by Standards)** - Determine skills and concepts by TEKS that students need to develop

Analyze the data

- Identify an area of focus based on the data reports and upcoming curricular needs (class report and class breakdown by goal)
- Based on the area of focus, determine level of understanding by students using the Learning Continuum report grouped by standards (indicators of small group instruction and activities)

Group Students and Set Goals

- Utilize the student profile report to set individual goals with students for their overall performance as well as for areas of need
- Group students based on their level of understanding of the area of focus and utilize MAP Skills for intervention and extension

MAP Skills

Determine Learning Path

Path A: Identify Skills Gap

- For students who are struggling, check for skills gaps using the Skills Locator. After helping students close those gaps, check for retention with a Mastery Check

Path B: Pre- and Post-Assess

- Prior to an upcoming curriculum unit, whole class will take a quick Mastery Check, to see if they have the prerequisite skills necessary for the lesson. After the unit, students will take another Mastery Check to verify the new skills they have learned

Path C: Reinforce Instruction

- If students need additional support, assign online resources and monitor progress

MAP Skills Components

Skills Locator	Mastery Checks	Resources
Identifies skill gaps that students might have	Best approach for pre- and post-assessment and to verify student learning. Can be used as a quick formative assessment	Assign as an additional support for intervention or extension

MAP Growth MOY

GOAL: Monitor progress and focus on key skill gaps or enrichment opportunities for each student.

Data Reports

- **Class Breakdown by Goal** - Help identify level of understanding of students in the identified goal area
- **Student Profile** - Identify learning paths and growth goals for each student
- **Class Breakdown by Projected Proficiency** - projected performance on state and college readiness tests
- **Learning Continuum (Group by Standards)** - Determine skills and concepts by TEKS that students need to develop
- **Achievement Status and Growth** - shows growth from BOY to MOY, projected and actual growth

Analyze the data

- Determine how students would potentially score on STAAR based on Projected Proficiency, looking to see if students moved from one level to another
- Identify an areas of refocus based on the data reports and upcoming curricular needs (class report and class breakdown by goal)
- Based on the area of refocus and projected proficiency, determine level of understanding by students using the Learning Continuum report grouped by standards

Regroup Students and Review Goals

- Utilize the student profile report to determine students' progress towards goals
- Regroup students based on their level of understanding of the areas of refocus and utilize MAP Skills for intervention and extension

MAP Skills

- Continue to use Skills Locator, Resources and Mastery Checks to improve students progress

MAP Growth EOY

GOAL: Measure fall to spring growth of students to evaluate the effectiveness of instruction, interventions and other instructional strategies.

Data Reports

- **Student Profile Report** - Identify student goals
- **Student Progress Report -** shows a students overall progress from all past assessments
- **Class Breakdown by Projected Proficiency** - projected performance on state and college readiness tests
- **Achievement Status and Growth** - shows growth from BOY to EOY, projected and actual growth

Next Steps

- Determine how students would potentially score on STAAR based on Projected Proficiency, looking to see if students moved from one level to another; compare to actual student performance on STAAR
- Determine which students are performing at or below 20th percentile for possible recommendation for MTSS/RtI for upcoming school year
- Review growth with students and celebrate their success
- Reflect on what worked best and plan for next year

Linking MAP to Texas STAAR, ACT and SAT Assessments   MATH

MAP Math FALL	2nd**	3rd	4th	5th	6th	7th	8th	9th
STAAR Level 1: Did not Meet	100-168 1-26%	100-183 1-29%	100-195 1-31%	100-198 1-18%	100-204 1-19%	100-210 1-23%	100-211 1-20%	
STAAR Level 2: Approaches	169-180 27-60%	184-194 30-62%	196-208 32-68%	199-214 19-58%	205-220 20-57%	211-227 24-61%	212-228 21-54%	
STAAR Level 3: Meets	**181**-190 61-84%	**195**-204 63-85%	**209**-215 68-83%	**215**-224 59-81%	**221**-233 58-84%	**228**-240 62-85%	**229**-245 55-85%	
STAAR Level 4: Masters	191-350 85-99%	205-350 86-99%	216-350 84-99%	225-350 82-99%	234-350 85-99%	241-350 86-99%	245-350 86-99%	
Normative Data 50th Percentile	177	190	202	211	218	223	226	230
ACT 22				217 65%	225 68%	232 73%	238 74%	243 76%
ACT 24				221 74%	230 79%	237 81%	243 83%	248 84%
SAT 530				216 65%	225 68%	231 69%	236 71%	240 69%
Algebra Ready	235							
Geometry Ready	245							

* Bold numbers indicate the cut scores considered to be at the "least" proficient for accountability purposes (i.e., "meets grade level).

** Denotes grade 2 benchmarks are extrapolated from grade 3 cut scores.

Linking MAP to Texas STAAR, ACT and SAT Assessments — MATH

MAP Math Winter	2nd**	3rd	4th	5th	6th	7th	8th	9th
STAAR Level 1: Did not Meet	100-178 1-27%	100-191 1-30%	100-202 1-33%	100-204 1-20%	100-209 1-21%	100-214 1-24%	100-214 1-21%	
STAAR Level 2: Approaches	179-189 28-59%	192-202 31-62%	203-214 34-65%	205-220 21-58%	210-225 22-58%	215-231 25-62%	215-231 22-55%	
STAAR Level 3: Meets	**190**-199 60-84%	**203**-211 63-84%	**215**-221 66-81%	**221**-230 59-80%	**226**-237 59-83%	**232**-244 63-85%	**232**-247 56-84%	
STAAR Level 4: Masters	200-350 85-99%	212-350 85-99%	222-350 82-99%	231-350 81-99%	238-350 84-99%	245-350 86-99%	248-350 85-99%	
Normative Data 50th Percentile	186	198	209	217	222	226	229	232
ACT 22				217 65%	225 68%	232 73%	238 74%	243 76%
ACT 24				221 74%	230 79%	237 81%	243 83%	248 84%
SAT 530				216 65%	225 68%	231 69%	236 71%	240 69%
Algebra Ready	235							
Geometry Ready	245							

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Linking MAP to Texas STAAR, ACT and SAT Assessments   MATH

MAP Math **Spring**	2nd**	3rd	4th	5th	6th	7th	8th	9th
STAAR Level 1: Did not Meet	100-184 1-28%	100-196 1-30%	100-207 1-34%	100-208 1-21%	100-212 1-22%	100-216 1-24%	100-216 1-22%	
STAAR Level 2: Approaches	185-195 29-59%	197-207 31-61%	208-219 35-65%	209-224 22-57%	213-228 23-57%	217-233 25-60%	217-233 23-55%	
STAAR Level 3: Meets	**196**-204 60-81%	**208**-216 62-82%	**220**-226 66-80%	**225**-234 58-79%	**229**-240 58-81%	**234**-246 61-84%	**234**-249 56-83%	
STAAR Level 4: Masters	205-350 82-99%	217-350 83-99%	227-350 81-99%	235-350 80-99%	241-350 82-99%	247-350 85-99%	250-350 84-99%	
Normative Data 50th Percentile	192	203	214	221	225	229	231	233
ACT 22				226 61%	232 66%	238 70%	243 74%	246 74%
ACT 24				230 70%	237 76%	243 79%	248 81%	252 83%
SAT 530				225 59%	232 66%	237 68%	241 70%	243 69%
Algebra Ready	235							
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