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MAP Office Hours
Fall 2018

Presented by the
Data Use for School Improvement Team

Having trouble with audio? You can also call in using your phone.
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Access Code: 253-921-813

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Objectives

By the end of our time today you will:

1. Understand the key reports to access student data.

1. Know how to use data from MAP reports to drive instruction

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Agenda

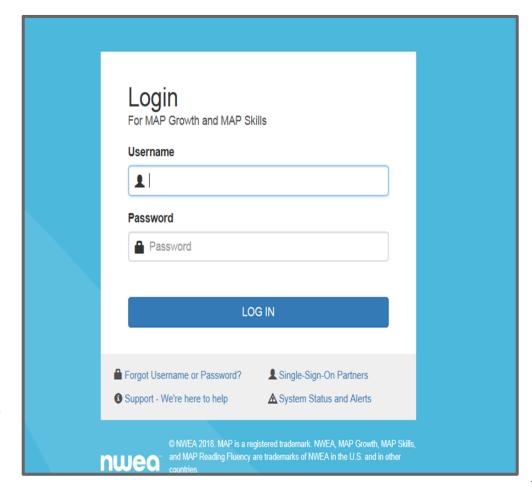| Item	Time
Needs Assessment	5m
Refresher: MAP Reports	15m
Q + A	35m

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Needs Assessment

1. What questions do you have about using MAP data reports?
2. How have you used these reports in the past?
3. **What do you need from today's Office Hours?**

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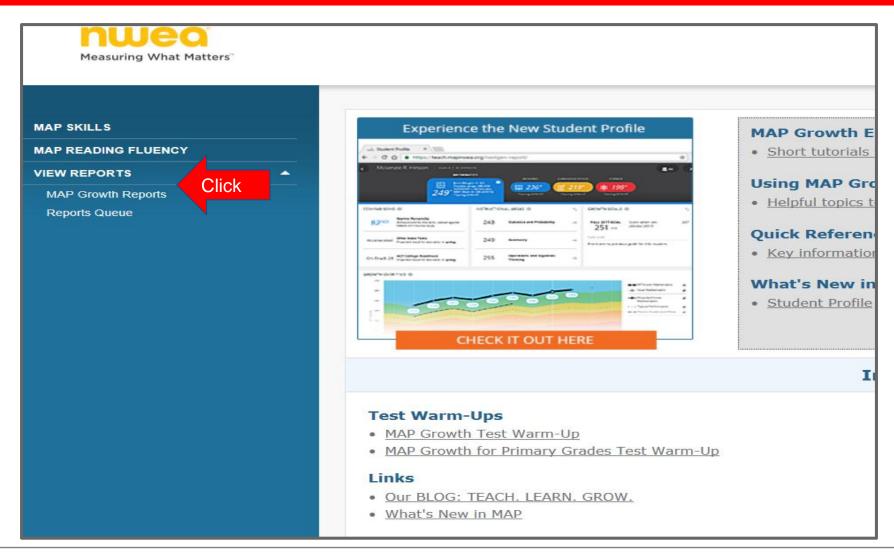
Accessing MAP Growth Reports

•Log-in to the web-based MAP at http://teach.mapnwea.org/

•Your MAP username is your entire CMS email address.

•Your MAP password is what you created when you received the temporary password from NWEA. If you have forgotten your password, please click on Forgot Username or Password? on the login screen.

Accessing MAP Growth Reports

I've Got My Data..Now What?

Action	MAP Report / Additional Resources
Set goals with students	**Achievement Status and Growth Report**
Choose "just right" ELA texts and challenging math problems with RIT to Lexile/Quantile information	Class Report
Differentiate lessons/plan student groups	Class Breakdown Report by Goal
Remediate learning for students who need support and increase rigor of instruction for students who need a challenge	Learning Continuum

Achievement Status & Growth Report

Pathway

MAP Growth Reports > Achievement Status & Growth > Projection or Summary > Select Term Rostered > Select Term Tested > Select Class > Select Growth Period > Create PDF Report

Achievement Status And Growth Report

Term Rostered: Fall 2018-2019
Term Tested: Fall 2018-2019
School: Mt. Bachelor Middle School
Instructor: Reband, Frank N.

* Required

Term Rostered *

Select the term for the students, instructors, and classes.

Fall 2018-2019 ▼

Term Tested *

Select the term containing the test data.

Fall 2018-2019 ▼

Class *

Use the checkboxes to select class(es) from the list below

Select All

☐ Advanced Math 4(AB)

Achievement Status & Growth Report
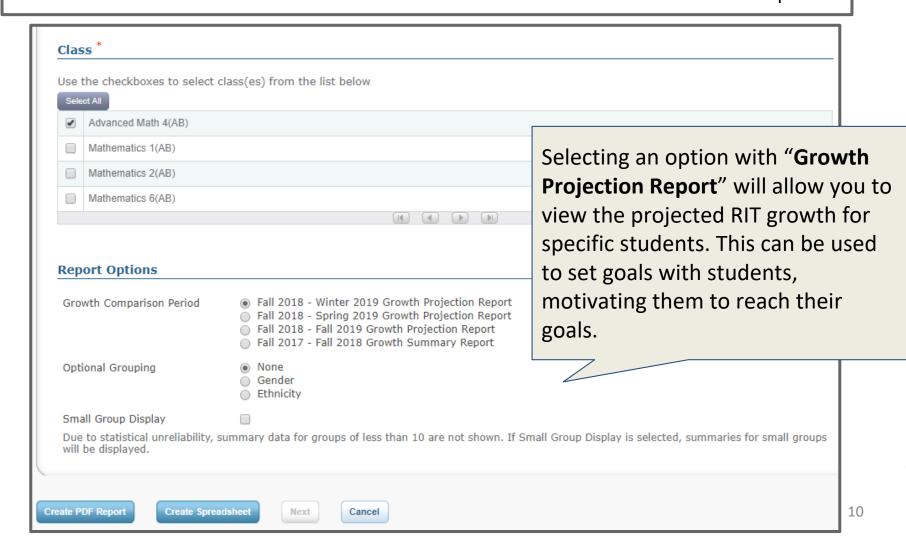
Pathway

MAP Growth Reports > Achievement Status & Growth > Projection or Summary > Select Term Rostered > Select Term Tested > Select Class > Select Growth Period > Create PDF Report

Class *

Use the checkboxes to select class(es) from the list below

Select All

- ☑ Advanced Math 4(AB)
- ☐ Mathematics 1(AB)
- ☐ Mathematics 2(AB)
- ☐ Mathematics 6(AB)

Report Options

Growth Comparison Period
- ◉ Fall 2018 - Winter 2019 Growth Projection Report
- ○ Fall 2018 - Spring 2019 Growth Projection Report
- ○ Fall 2018 - Fall 2019 Growth Projection Report
- ○ Fall 2017 - Fall 2018 Growth Summary Report

Optional Grouping
- ◉ None
- ○ Gender
- ○ Ethnicity

Small Group Display ☐

Due to statistical unreliability, summary data for groups of less than 10 are not shown. If Small Group Display is selected, summaries for small groups will be displayed.

Create PDF Report   Create Spreadsheet   Next   Cancel

Selecting an option with "**Growth Projection Report**" will allow you to view the projected RIT growth for specific students. This can be used to set goals with students, motivating them to reach their goals.

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Achievement Status and Growth Projection Report

Reband, Frank N.
Advanced Math 4(AB)

Term Tested:	Fall 2018-2019
Term Rostered:	Fall 2018-2019
District:	NWEA Sample District - Professional Learning
School:	Mt. Bachelor Middle School

Norms Reference Data:	2015
Growth Comparison Period:	Fall 2018 - Winter 2019
Weeks of Instruction:	Start - 4 (Fall 2018
	End - 20 (Winter 2
Optional Grouping:	None
Small Group Display:	No

Mathematics

				Achievement Status					Growth					
				Fall 2018		**Winter 2019**			**Student**					
ID	Name	FA18 Grade	FA18 Date	RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth
SF07001741	Bartholomew, Brandy R.	8	8/27/18	222-**225**-228	40-**47**-54			228	3				
SF07002137	Berg, Andreas S.	8	8/19/18	217-**220**-223	30-**36**-43			223	3				
SF07002237	Bricker, Edmond D.	8	8/26/18	228-**231**-234	53-**60**-67			234	3				
SF07002230	Brockmiller, Jared D.	8	8/23/18	248-**251**-254	89-**92**-94			253	2				
SF07001603	Chalk, Dewayne E.	8	8/29/18	242-**246**-250*	80-**86**-91*			248	2				
SF07002246	Chant, Cecilia A.	8	8/18/18	214-**217**-220	25-**30**-36			220	3				
SF07002376	Clark, Brittney N.	8	8/23/18	247-**251**-255*	87-**91**-94*			253	2				
SF07001989	Collins, RayAnn A.	8	8/26/18	231-**235**-239*	60-**68**-76*			237	2				
SF07001742	Delfoss, Amanda A.	8	8/26/18	215-**218**-221	26-**32**-39								
SF07002186	Dolton, Serena A.	8	8/25/18	231-**235**-239*	60-**68**-76*								
SF07002244	Dunsmore, Peyton A.	8	8/23/18	208-**211**-214	15-**20**-25								
SF07002391	Eaker, Leticia A.	8	8/29/18	226-**230**-234*	48-**58**-67*								

> According to this report, Brandy and Andrea are both projected to grow by 3 RIT points each, pushing Brandy to 229 and Andrea to 223.

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Achievement Status and Growth Summary Report

Reband, Frank N.
Advanced Math 4(AB)

Term Tested:	Winter 2017-2018
Term Rostered:	Winter 2017-2018
District:	NWEA Sample District - Professional Learning
School:	Mt. Bachelor Middle School

Norms Reference Data:	2015
Growth Comparison Period:	Fall 2017 - Winter 2018
Weeks of Instruction:	Start - 4 (Fall 2017)
	End - 20 (Winter 2018)
Optional Grouping:	None
Small Group Display:	No

Reading

| | | | | Achievement Status | | | | Growth | | | | | | Comparative | |
| | | | | Fall 2017 | | Winter 2018 | | Student | | | | | | | |
ID	Name	WI18 Grade	WI18 Date	RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
SF07001741	Bartholomew, Brandy R.	8	12/13/17	---	---	223-**226**-229	61-**67**-74								
SF07002237	Bricker, Edmond D.	8	12/4/17	221-**224**-227	59-**67**-74	224-**228**-232	63-**72**-79	225	1	4	4.8	3	Yes ‡	0.5	68
SF07002230	Brockmiller, Jared D.	8	12/5/17	217-**221**-225*	49-**59**-69*	220-**224**-228*	52-**62**-72*	222	1	3	5.8†	2	Yes ‡	0.2	59

	Achievement Status		Growth	
RIT Range (+/− SEM)	**Percentile Range (+/− SE)**		**Projected RIT**	**Projected Growth**
Test score for the term, shown in **bold** (+/− standard error of measurement).	Percentage ranking of the achievement reached for the given term, shown in **bold** (+/− standard error). It is a comparison to similar students in NWEA's norms study, not a comparison to fellow classmates. It also incorporates the weeks of instruction before testing, as set in the MAP preferences for your district or school.		Typical score expected for matching peers within the NWEA norms study—those in the same grade who have the same RIT score in the first term, and the same Weeks of Instruction before testing (as set in the MAP preferences for your district or school).	Number of RIT points the student is typically expected to grow.

Growth Index	**Met Projected Growth**
Difference between the Observed Growth and Projected Growth. A zero (0) indicates the student exactly met projection. Inappropriate for *comparing* students (use Conditional Growth Index).	Indicates whether students met growth projections (Yes) or fell short (No). A ‡ mark indicates the Observed Growth Standard Error (SE) could be large enough to put the outcome in question, and you should qualify these results with other points of data. Consider this example:

Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth
4	9	6.4	5	**Yes** ‡

In this case, the Standard Error (6.4) is large enough to potentially drop Observed Growth (9) below what was projected (4):

Projected Growth = 4

Achievement Status and Growth Summary Report

Reband, Frank N.
Advanced Math 4(AB)

Term Tested:	Winter 2017-2018	
Term Rostered:	Winter 2017-2018	
District:	NWEA Sample District - Professional Learning	
School:	Mt. Bachelor Middle School	

Norms Reference Data:	2015
Growth Comparison Period:	Fall 2017 - Winter 2018
Weeks of Instruction:	Start - 4 (Fall 2017)
	End - 20 (Winter 2018)
Optional Grouping:	None
Small Group Display:	No

Reading

				Achievement Status				Growth							Comparative	
				Fall 2017		Winter 2018		Student								
ID	Name	WI18 Grade	WI18 Date	RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
SF07001741	Bartholomew, Brandy R.	8	12/13/17	***	***	223-226-229	61-67-74								
SF07002237	Bricker, Edmond D.	8	12/4/17	221-224-227	59-67-74	224-228-232	63-72-79	225	1	4	4.8	3	Yes ‡	0.5	68
SF07002230	Brockmiller, Jared D.	8	12/5/17	217-221-225*	49-59-69*	220-224-228*	52-62-72*	222	1	3	5.8†	2	Yes ‡	0.2	59

Growth – Comparative

Conditional Growth Index	Conditional Growth Percentile
Enables you to compare growth between any of your students using an equal scale. This measurement ranks each student's growth among the levels of growth observed across all matching peers within the NWEA norms study (same grade, starting RIT score, and Weeks of Instruction before testing). Using matching peers accounts for differences in growth rates, so you can reliably compare the growth of low-achieving students with high-achieving students.	Translates the Conditional Growth Index to U.S. national percentile rankings for growth. An index of 0 equates to 50th

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Achievement Status and Growth Summary Report

Reband, Frank N.
Advanced Math 4(AB)

Term Tested:	Winter 2017-2018
Term Rostered:	Winter 2017-2018
District:	NWEA Sample District - Professional Learning
School:	Mt. Bachelor Middle School

Norms Reference Data:	2015	
Growth Comparison Period:	Fall 2017 - Winter 2018	
Weeks of Instruction:	Start -	4 (Fall 2017)
	End -	20 (Winter 2018)
Optional Grouping:	None	
Small Group Display:	No	

Reading

				Achievement Status				Growth							
				Fall 2017		Winter 2018		Student						Comparative	
ID	Name	WI18 Grade	WI18 Date	RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
SF07001741	Bartholomew, Brandy R.	8	12/13/17	***	***	223-**226**-229	61-67-74								
SF07002237	Bricker, Edmond D.	8	12/4/17	221-**224**-227	59-67-74	224-**228**-232	63-72-79	225	1	4	4.8	3	Yes ‡	0.5	68
SF07002230	Brockmiller, Jared D.	8	12/5/17	217-**221**-225*	49-59-69*	220-**224**-228*	52-62-72*	222	1	3	5.8†	2	Yes ‡	0.2	59
SF07001603	Chalk, Dewayne E.	8	12/3/17	217-**221**-225*	49-59-69*	220-**224**-228*	53-62-72*	222	1	3	5.6†	2	Yes ‡	0.2	60
SF07002246	Chant, Cecilia A.	8	12/20/17	211-**215**-219	36-44-53	215-**219**-223*	39-50-60*	217	2	4	5.5†	2	Yes ‡	0.3	62
SF07002376	Clark, Brittney N.	8	12/9/17	227-**231**-235	74-81-87	230-**234**-238	77-83-89	232	1	3	5.2	2	Yes ‡	0.4	66
SF07001989	Collins, RayAnn A.	8	12/20/17	***	***	233-**236**-239	82-87-90								
SF07002186	Dolton, Serena A.	8	12/11/17	194-**197**-200	7-10-14	195-**198**-201	6-8-12	201	4	1	4.5	-3	No ‡	-0.5	31
SF07002244	Dunsmore, Peyton A.	8	12/1/17	212-**215**-218	37-44-52	212-**216**-220	33-42-51	217	2	1	4.7	-1	No ‡	-0.2	43
SF07002391	Eaker, Leticia A.	8	12/3/17	235-**238**-241	87-91-94	239-**242**-245	90-93-96	239	1	4	4.5	3	Yes ‡	0.7	76
SF07002140	Flatley, Allison A.	***	***	239-**243**-247*	91-95-97*	***	***	244	1						
SF06000147	Harrison, Layla A.	7	12/19/17	219-**222**-225	62-69-75	224-**227**-230	68-75-81	224	2	5	4.2	3	Yes ‡	0.6	73
SF07002299	Hellman, Caleb B.	8	12/7/17	246-**249**-252	97-98-99	250-**254**-258*	98-99-99*	250	1	5	5.1	4	Yes ‡	1.0	84
SF07001743	Indart, Emiline E.	***	***	240-**243**-246	92-95-97	***	***	244	1						
SF06001031	Isidore, Kashton R.	7	12/17/17	219-**223**-227	62-71-79	210-**214**-218*	32-42-53*	225	2	-9	5.4†	-11	No	-1.8	4
SF07002419	Isinghood, Skyler R.	7	12/10/17	208-**212**-216*	34-44-53*	213-**216**-219	39-48-57	215	3	4	5.1	1	Yes ‡	0.2	59
SF06000271	Koch, Francis S.	7	12/6/17	218-**222**-226*	59-69-77*	230-**233**-236	81-86-90	224	2	11	4.9	9	Yes	1.7	95
SF07001863	Libby, Aileen N.	8	12/14/17	242-**246**-250	94-97-98	242-**246**-250*	93-96-98*	247	1	0	5.3†	-1	No ‡	0.2	58
SF07002310	Lieber, Brandon N.	8	12/7/17	***	***	239-**242**-245	90-93-96								
SF07001631	Long, Hatcher R.	8	12/4/17	200-**203**-206	14-18-23	198-**202**-206	9-13-19	206	3	-1	4.5	-4	No ‡	-0.7	24

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Small Group Display:		No	

Achievement Status		Growth	
17	Winter 2018	Student	Comparative
Summary for: Reading		Percentage of Students who Met or Exceeded their Projected RIT	83.3%
		Percent of Projected Growth Met	195.6%
		Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	30
		Count of Students who Met or Exceeded their Projected RIT	25
		Median Conditional Growth Percentile	63

Percentage Of Students Who Met Or Exceeded Their Projected RIT	Percentage of students with a Growth Index value greater than or equal to zero.
Percent Of Projected Growth Met	Ratio of total Observed Growth to total Projected Growth. A performance of 100% is average, meaning the student growth equaled the projections. This measure can provide a good indicator of group performance. However, be careful. The assumption is that students will grow at close to the same rate. One or two outliers can skew the percentage for the group. For example, a percentage of 150% could mean that one student's growth surpassed all others.
Count Of Students With Growth Projection Available And Valid Beginning And Ending Term Scores	Total of students, including those who showed growth and those who did not.
Count Of Students Who Met Or Exceeded Their Projected Growth	Number of students with a Growth Index value greater than or equal to zero. The count includes students flagged as either Yes or Yes‡ in the Met Projected Growth column.
Median Conditional Growth Percentile	Percentile that falls in the middle of all the Conditional Growth Percentiles shown.

I've Got My Data..Now What?

Action	MAP Report / Additional Resources
Set goals with students	Achievement Status and Growth Report
Choose "just right" ELA texts and challenging math problems with RIT to Lexile/Quantile information	**Class Report**
Differentiate lessons/plan student groups	Class Breakdown Report by Goal
Remediate learning for students who need support and increase rigor of instruction for students who need a challenge	Learning Continuum

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Class Report

Pathway

MAP Growth Reports > Achievement Status & Growth > Projection or Summary > Select Term Rostered > Select Term Tested > Select Class > Select Growth Period > Create PDF Report

Class Report Summary Page

Overall Performance

The top row breaks out the overall scores into the different percentile rankings (low to high), based on the NWEA norms study.

Goal Area

These rows show percentile rankings for each goal area within the test subject. Data appear only if a student took a MAP Growth test, not Screening.

Reading

Demo Growth: Reading 6+ / Demonstration Tests - NWEA 2017

Summary	
Total Students With Valid Growth Test Scores	36
Mean RIT	230.4
Median RIT	229.5
Standard Deviation	13
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	*
Students At or Above Norm Grade Level Mean RIT	*

Mean RIT, Median RIT †	Average and middle RIT scores of students in this class for this subject.
Standard Deviation †	Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the diversity in this group.

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance	count	%	count	%	count	%	count	%	count	%
Demo Growth: Reading 6+ / Demonstration Tests - NWEA 2017	2	6%	0	0%	8	22%	10	28%	16	44%

Goal Area										
Informational Text	2	6%	4	11%	8	22%	5	14%	17	47%
Vocabulary Acquisition and Use	2	6%	1	3%	5	14%	10	28%	18	50%
Literature	2	6%	4	11%	6	17%	8	22%	16	44%

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Class Report Detail Page

Use the student's Lexile level to choose "just right" books. Use a student's RIT level on a math assessment to find activities aligned to their quantile level.

Rostered: Winter 2017-2018
Tested: Winter 2017-2018
ict: NWEA Sample District - Professional
ol: Mt. Bachelor Middle School

Norms Referen
Weeks of Instr
Small Group D

Goal Performance:
A. Literature
B. Informational Text
C. Vocabulary Acquisition and Use

A	B	C
163-177	175-187	**187-197**
185-196	185-195	*177-189*
191-202	191-203	192-204
201-213	180-201	185-198
187-199	196-207	192-204

Goal Performance
A. Literature
B. Informational Text
C. Vocabulary Acquisition and Use

Name (Student ID)	Grade	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration	A	B	C
Dolton, Serena A. (SF07002186)	8	12/11/17	195-**198**-201	6-**8**-12	465-615L	60 m	Low	Low	Low
Long, Hatcher R. (SF07001631)	8	12/04/17	198-**202**-206	9-**13**-19	537-687L	60 m	Low	Low	Low
Isidore, Kashton R. (SF06001031)	7	12/17/17	210-**214**-218	32-**42**-53	753-903L	60 m	Avg	HiAvg	Avg
Dunsmore, Peyton A. (SF07002244)	8	12/01/17	212-**216**-220	33-**42**-51	789-939L	60 m	LoAvg	Avg	LoAvg
Isinghood, Skyler R. (SF07002419)	7	12/10/17	213-**216**-219	39-**48**-57	789-939L	60 m	LoAvg	LoAvg	Avg
Paul, Augustino O. (SF07002133)	8	12/07/17	214-**217**-220	37-**45**-53	807-957L	60 m	LoAvg	LoAvg	HiAvg
Chant, Cecilia A. (SF07002246)	8	12/20/17	215-**219**-223	39-**50**-60	843-993L	60 m	LoAvg	LoAvg	HiAvg
Marciano, Corrina A. (SF07001950)	8	12/07/17	218-**221**-224	47-**55**-63	879-1029L	60 m	HiAvg	Avg	HiAvg

- Student's RIT level (bolded)
- Student's percentile rank as observed in morm study
- Student's lexile level reading text for the reading test- this can be used when identifying appropriately challenging reading materials for each student
- Student's Test duration in minutes

- This section summarizes student's performance in the goal strand tested. *Italic* scores means might be an area of concern; **Bold** scores means an area of relative strength; plain scores means the score is in range of overall RIT score.
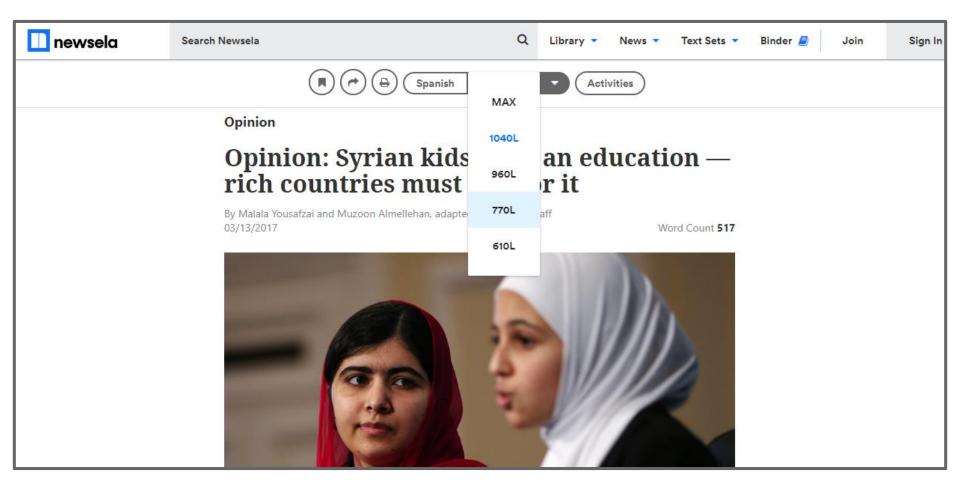- Scores can be displayed in two ways, RIT range of descriptors - low, LoAvg, etc

Instructional Resources

khanacademy.org/mappers

Instructional Resources

newsela.com

I've Got My Data..Now What?

Action	MAP Report / Additional Resources
Set goals with students	Achievement Status and Growth Report
Choose "just right" ELA texts and challenging math problems with RIT to Lexile/Quantile information	Class Report
Differentiate lessons/plan student groups	**Class Breakdown Report by Goal**
Remediate learning for students who need support and increase rigor of instruction for students who need a challenge	Learning Continuum

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Class Breakdown by Goal

Demo Growth: Math 6+ / Demonstration Tests - NWEA 2017

Links to Learning Continuum

Goal	201-210	211-220	221-230	231-240	241-250	251-260
Operations and Algebraic Thinking	J.R. Saldana (215)	P.N. Saldana (211) H.A. Perez (217) D.E. Redner (217) A.I. Shroll (218) A.S. Custer (220) S.R. Mulraney (223)	A.A. Camino (224) D.H. Lutzmeyer... (227) H.R. Long (229) S.E. Ebert (232) K.N. Brazillio... (233) S.E. Merritt (233) J.E. Priola (234)	C.A. Waldoch (223) B.A. Crown (237) H.N. Lamprey (239) S.N. Carlton (243) M.R. Hinson (243) A.S. Mansfield... (243) N.I. Raverty (243)	N.A. Levanowit... (235) A.A. Castillo (236) T.N. Johnson (243) S.A. Moldoff (243) S.E. Hughs (248) S.E. Holford (250)	J.N. Hernandez... (243) D.N. Jutting (250) E.S. Eaves (251)
The Real and Complex Number Systems	P.N. Saldana (211)	J.R. Saldana (215) H.A. Perez (217) D.E. Redner (217) A.I. Shroll (218) S.R. Mulraney (223) C.A. Waldoch (223) A.A. Camino (224)	A.S. Custer (220) D.H. Lutzmeyer... (227) K.N. Brazillio... (233) S.E. Merritt (233) B.A. Crown (237)	H.R. Long (229) S.E. Ebert (232) J.E. Priola (234) N.A. Levanowit... (235) A.A. Castillo (236) H.N. Lamprey (239) M.R. Hinson (243) T.N. Johnson (243) A.S. Mansfield... (243) S.A. Moldoff (243)	S.N. Carlton (243) J.N. Hernandez... (243) N.I. Raverty (243) S.E. Holford (250) D.N. Jutting (250)	S.E. Hughs (248) E.S. Eaves (251)
Geometry	P.N. Saldana (211) H.A. Perez (217)	J.R. Saldana (215) D.E. Redner (217) C.A. Waldoch (223) H.R. Long (229)	A.I. Shroll (218) A.S. Custer (220) S.R. Mulraney (223) A.A. Camino (224) S.E. Ebert (232) K.N. Brazillio... (233) N.A. Levanowit... (235)	D.H. Lutzmeyer... (227) S.E. Merritt (233) J.E. Priola (234) A.A. Castillo (236) J.N. Hernandez... (243) M.R. Hinson (243) S.A. Moldoff (243) N.I. Raverty (243)	B.A. Crown (237) H.N. Lamprey (239) S.N. Carlton (243) T.N. Johnson (243) A.S. Mansfield... (243) S.E. Hughs (248) S.E. Holford (250) D.N. Jutting (250)	E.S. Eaves (251)
Statistics and Probability	P.N. Saldana (211) D.E. Redner (217) A.S. Custer (220)	H.A. Perez (217) A.I. Shroll (218) S.R. Mulraney (223) A.A. Camino (224) D.H. Lutzmeyer... (227)	J.R. Saldana (215) C.A. Waldoch (223) N.A. Levanowit... (235)	H.R. Long (229) S.E. Ebert (232) K.N. Brazillio... (233) S.E. Merritt (233) H.N. Lamprey (239) S.N. Carlton (243) J.N. Hernandez... (243)	J.E. Priola (234) A.A. Castillo (236) B.A. Crown (237) M.R. Hinson (243) T.N. Johnson (243) A.S. Mansfield... (243) S.A. Moldoff (243) D.N. Jutting (250)	N.I. Raverty (243) S.E. Hughs (248) S.E. Holford (250) E.S. Eaves (251)

I've Got My Data..Now What?

Action	MAP Report / Additional Resources
Set goals with students	Achievement Status and Growth Report
Choose "just right" ELA texts and challenging math problems with RIT to Lexile/Quantile information	Class Report
Differentiate lessons/plan student groups	Class Breakdown Report by Goal
Remediate learning for students who need support and increase rigor of instruction for students who need a challenge	**Learning Continuum**

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What is the Learning Continuum?

• The Learning Continuum puts standards and skills on a framework, based on RIT score, providing a better picture of what students already know and what they need to learn next.

• The Learning Continuum provides a map for individual students and groups of students based on students' specific instructional levels and needs.

250

195

120

Literature: Key Ideas and Details

191-200

Develop
these skills & concepts

Characterization

• Analyzes dialogue to understand characters
• Compares or contrasts characters
• Describes character feelings or thoughts
• Describes characters based on details
• Explains character motivation
• Identifies main characters
• Understands how characters are developed or changed

Inferences, Conclusions, Predictions

• Draws conclusions from literary text
• Makes inferences about characters in literary text

Learning Continuum

Pathway
MAP Growth Reports > Learning Continuum > Select School, Instructor, Class, Test

Learning Continuum - Class View

Demo Growth: Math 6+

Print

Edit Display Options ◄ **Click**

Operations and Algebraic Thinking

Expressions and Equations

Use Functions to Model Relationships

Demo Growth: Math 6+

Print

Edit Display Options

Grouping Options

No Grouping | Group by Topic | Group by Standard ◄ **Select by Topic or Standard**

Recommend by Standard

Standards Filters

Grade Level Standards
- ☐ Kindergarten
- ☐ Grade 1
- ☐ Grade 2
- ☐ Grade 3
- ☐ Grade 4
- ☐ Grade 5
- ☐ Grade 6
- ☐ Grade 7
- ☐ Grade 8
- ☐ High School – Number and Quantity
- ☐ High School – Algebra
- ☐ High School – Functions
- ☐ High School – Geometry
- ☐ High School – Statistics and Probability

◄ **Select Grade Level**

Close ◄ **Click**

Learning Continuum

Statistics and Probability

Interpreting Categorical and Quantitative Data

191-200	**CCSS.Math.Content.6.SP.B: Summarize and describe distributions.** • Reads and interprets data from a histogram • Reads and interprets data from line or dot plots **CCSS.Math.Content.6.SP.B.4: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.** • Represents data in line or dot plots with whole-number scales	No Students
201-210	**CCSS.Math.Content.6.SP.B: Summarize and describe distributions.** • Reads and interprets data from a histogram • Reads and interprets data from line or dot plots **CCSS.Math.Content.6.SP.B.4: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.** • Identifies the median, quartiles, extreme values, and outliers from a box plot • Represents data in line or dot plots with whole-number scales **CCSS.Math.Content.6.SP.B.5c: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.** • Determines the median of a data set that is ordered	**Redner, Deon E** Overall RIT: 217 Goal Range: 204-213 **Custer, Andrew S** Overall RIT: 220 Goal Range: 205-216 **Saldana, Patrick Glen N** Overall RIT: 211 Goal Range: 197-208

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Key Takeaways

Achievement Status & Growth Reports - Use this report to identify achievement status and growth for individual student and class, to support student goal setting for growth and improvement, and to compare the class achievement and growth status to normative data.

Class Report - Use this report to identify goal areas that are relative strength or area of concern. This report can support class goal setting for growth and improvement.

Class Break Down Report - Use this report to quickly identify areas of relative strength or areas of concern to plan for differentiated instruction for small groups or individual students.

Learning Continuum - Identify where students are ready to learn and develop as they align to the standards; to plan instruction that engages every learner at his/her level of readiness; develop student learning goals.

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Key MAP Resources

1. CMS MAP Weebly (Link Below)
2. 2015 MAP Normative Data Study
3. Map Growth Comparative Data
4. MAP Report Reference
5. North Carolina Linking Study
6. MAP RIT to Lexile and Quantile Documents

cmsmap.weebly.com

MAP Training for Your School

To sign up for PD to your school, click on the link or scan the QR code below:

tinyurl.com/2018-2019MAPPDRequest

Q + A

What questions do you have for us?

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Access Today's Slides

tinyurl.com/FallMAPWebinar

Thank You - DUSI Team
Ashley, Claudia, Kelly, Tamara, and Mary

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