

# A Parent's Guide to MAP Measures of Academic Progress

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## *WHAT IS MAP?*

Measures of Academic Progress (MAP) is a state-aligned computerized adaptive assessment program that provide Le Jardin Academy educators with the information they need to improve teaching and learning and make student-focused, data driven decisions. Students in grades three through ten are tested two times per year in math and reading. Educators use the growth and achievement data from MAP to develop instructional strategies and to plan school improvement.

## *MAP :*

- Is not an accountability test
- Generates test questions based on student responses
- Reports student results in RIT scores (see next page)
- Gives immediate results
- Measures growth over time
- Provides information used to target individual instruction

## **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.

RIT scales, like scales underlying most educational tests, are built from data about the performance of individual examinees on individual items. The theory governing scale construction is called Item Response Theory (IRT). NWEA uses a specific IRT model conceived by Danish mathematician, Georg Rasch, (1901-1980). Rasch is best known for his contributions to psychometrics, and his model is used extensively in assessment in education, particularly for skill attainment and cognitive assessments. MAP assessments 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. It is used to chart your child's academic growth from year to year. This type of score increases the value of the tests as a tool to improve student learning because it enables teachers to pinpoint what students have learned and what students are and what students are ready to learn.

## **Understanding the RIT Score**

The charts on the next page show national median RIT scores for grades K-11 in a typical school district. 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 important decisions about students, school staff will consider the MAP test results along with other data such as classroom performance, other test scores, and input from parents.

## **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. Students' attitudes toward the test can also affect their score. Therefore, growth over time is a better measure of student learning.

Parents and guardians 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. Teachers and principals have participated in training to learn what the MAP test results mean and how to best utilize the results. Our goal is for teachers to use the data to differentiate and adjust instruction so that all students grow at levels appropriate for each individual.

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## WHEN ARE TESTS GIVEN?

Two (2) times per year

September                      February  
(Fall)                              (Winter)

## HOW ARE TESTS GIVEN?

- On the computer under adult supervision in a school setting
- Adjusts to a student's skill level so that each student takes an individualized test

## WHAT TESTS ARE GIVEN?

Grade	Reading	Math
3 <sup>rd</sup> – 5 <sup>th</sup>	✓	✓

2015 READING Student Status Norms						
Grade	Begin-Year		Mid-Year		End-Year	
	Mean	SD	Mean	SD	Mean	SD
K	141.0	13.54	151.3	12.73	158.1	12.85
1	160.7	13.08	171.5	13.54	177.5	14.54
2	174.7	15.52	184.2	14.98	188.7	15.21
3	188.3	15.85	195.6	15.14	198.6	15.10
4	198.2	15.53	203.6	14.96	205.9	14.92
5	205.7	15.13	209.8	14.65	211.8	14.72
6	211.0	14.94	214.2	14.53	215.8	14.66
7	214.4	15.31	216.9	14.98	218.2	15.14
8	217.2	15.72	219.1	15.37	220.1	15.73
9	220.2	15.68	221.3	15.54	221.9	16.21
10	220.4	16.85	221.0	16.70	221.2	17.48
11	222.6	16.75	222.7	16.53	222.3	17.68

2015 MATHEMATICS Student Status Norms						
Grade	Begin-Year		Mid-Year		End-Year	
	Mean	SD	Mean	SD	Mean	SD
K	140.0	15.06	151.5	13.95	159.1	13.69
1	162.4	12.87	173.8	12.96	180.8	13.63
2	176.9	13.22	186.4	13.11	192.1	13.54
3	190.4	13.10	198.2	13.29	203.4	13.81
4	201.9	13.76	208.7	14.27	213.5	14.97
5	211.4	14.68	217.2	15.33	221.4	16.18
6	217.6	15.53	222.1	16.00	225.3	16.71
7	222.6	16.59	226.1	17.07	228.6	17.72
8	226.3	17.85	229.1	18.31	230.9	19.11
9	230.3	18.13	232.2	18.62	233.4	19.52
10	230.1	19.60	231.5	20.01	232.4	20.96
11	233.3	19.95	234.4	20.18	235.0	21.30

Resource taken from:

<https://www.nwea.org/parent-toolkit/>