

WORKBOOK

Applying Reports



Applying Reports

Get hands-on with your reports. Learn to access, interpret, and apply rich data. Then plan how to use your data to inform ongoing work, with a particular focus on goal setting with students.

Table of contents

3	How Are My Students Doing?
4	What Does the Data Tell Me About My Students' Instructional Readiness?
5	How Might I Flexibly Group Students for Instruction?
6	Are My Students Making Progress?
7	How Do I Set Goals With Students?
8	How Do I Share Students' MAP Growth Data?
9	Planning Forward
10	Key Ideas and Takeaways
11	Key Terms
12	Essential Reports
13	Normative Data Charts

Resources

[MAP® Growth™ Applying Reports Padlet®](#)

[MAP® reports site](#)

[NWEA® Professional Learning Online](#)

[MAP Growth Reports Portfolio](#)

[Normative data](#)

[Comparative data](#)

[NWEA Instructional Areas](#)

[Teach. Learn. Grow. blog](#)

[NWEA.org](#)

How Are My Students Doing?

Using the Class Profile report

The Class Profile report shows how the students in your class performed on the MAP Growth assessments.

Achievement details

- + What do you notice?
- + How does your class compare to the national average?

Test details

- + How did my students engage in the test?
- + Have any students been recommended for retesting?

OBSERVATIONS

Example: Two of my students have been recommended for retesting due to rapid guessing.

IMPLICATIONS

Example: I refer to my school's retesting policy and determine if either student should be scheduled for retesting.

What Does the Data Tell Me About My Students' Instructional Readiness?

Core instruction

What is the focus of my instruction?

- Standards
- Learning targets

What is my instructional plan?

- Assessment
- Activities
- Strategies

Students

What does the data indicate about my students' readiness for the planned instruction?

Scaffolding for access

Which students need support for this learning?

How will I adapt my instructional plan to meet these students' needs?

Scaffolding for extension

Which students need additional challenge for this learning?

How will I adapt my instructional plan to meet these students' needs?

How Might I Flexibly Group Students for Instruction?

Using the Class Breakdown reports

The Class Breakdown reports demonstrate the range of scores and identify groups of students with similar scores.

- + Explore your reports. What do you notice?
- + How will your findings affect your instructional planning?
- + How well do your grade-level textbooks and materials align with the instructional readiness level of your class as a whole? How do you know?

OBSERVATIONS

Example: I have three students in my classroom whose scores are in a lower RIT band than all other students' scores.

IMPLICATIONS

Example: I may create a small group to provide scaffolding on related skills for these students.

What are your next steps?

Are My Students Making Progress?

Using the Achievement Status and Growth reports

The Achievement Status and Growth (ASG) reports provide data on both students' current level of performance and the progress they have made.

- + Explore your reports. What do you notice?

OBSERVATIONS

Example: I have students with above-average achievement who are not showing growth.

IMPLICATIONS

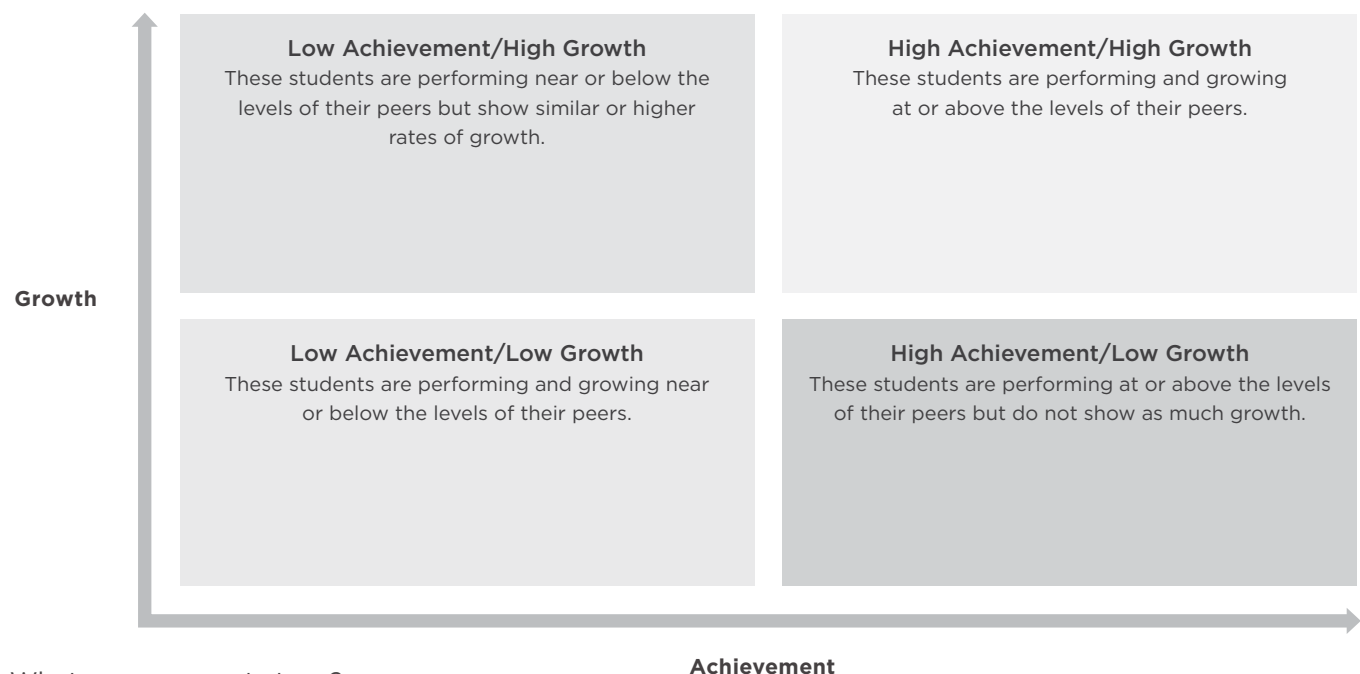
Example: I need to provide those students with specific and challenging lessons to give them more opportunity to grow.

Consider:

- + What are possible reasons a student may fall in a certain quadrant? Are there possible academic components? Possible social or emotional components?
- + What causes are you able to influence?

Subject:

Growth comparison period:



What are your next steps?

How Do I Set Goals With Students?

Using the Student Profile report

The Student Profile report includes data about an individual student that can be an effective starting place for setting goals.

1. Where are you now?

Choose a student:	Choose a subject:	Current RIT score:
-------------------	-------------------	--------------------

2. Where do you want to be?

Use the Growth Goals module in the Student Profile report to see the student's current RIT score goal. Adjust the goal as needed.

- + Determine the right kind of goal for this student
 - Consider: For some students, moving to the next proficiency level may take longer than one academic year
- + Select the most recent term and the term for which you will set the goal
- + Select **Set Goal** to save the goal
 - Reference the adjusted growth percentile to determine if the custom goal is reasonable

3. How will you get there?

Instructional area:	Expand the Instructional Areas module to access the learning statements for this student. Select appropriate skills that support your grade-level standard:
Standard: Topic of focus:	
Write a SMART (specific, measurable, attainable, relevant, timely) goal:	
SMART goal example: <i>Alicia will convert mixed numbers and improper fractions with denominators of 10 and 100 with 90% accuracy as shown on classwork, homework, and unit tests during the next three weeks.</i>	

Create an action plan

What resources are necessary to support the student?	What tools or practices will you use to monitor progress?	When will you check for progress?	What evidence will indicate success?
--	---	-----------------------------------	--------------------------------------

How Do I Share Students' MAP Growth Data?

Using the Family report

In preparing to talk with families about their child's growth and goals, what three points would you share?

- 1.
- 2.
- 3.

Brainstorm strategies and resources you can use to start the conversation with families about how to support the student at school and at home.

IDEAS FOR HOME <i>Example: Play a game with your student that practices the needed skills.</i>	IDEAS FOR SCHOOL <i>Example: Focus on needed skills during individual work time.</i>
--	--

What are your next steps?

Planning Forward

In your role, **what** will you do with the information you learned today to support student growth?

With your students:

Within your school or district:

How will you implement your plan?

Who will collaborate with you or support this work? Who needs to be informed?

When will you reevaluate your plan?

Key Ideas and Takeaways

Idea	What is this?	Why does it matter?	What will you do with it?

Key Terms

Adaptive assessment

- + Adapts to a student's current level based on the student's responses to each question
- + Gives accurate data for students at all levels of achievement

RIT score

- + Is on an equal-interval scale to measure growth
- + Is not tied to grade level
- + Correlates to skills the student is likely ready to learn

Normative data

- + Identifies typical (average) scores for each grade level, subject, and season

Instructional level

- + Indicates what students are ready to learn
- + Provides a road map for students toward achieving mastery

Learning Continuum

- + Provides skill statements likely within a student's zone of proximal development
- + Helps inform teachers as they plan scaffolding for access or extension

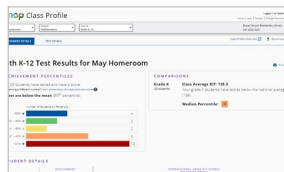
ADD YOUR OWN

NOTES

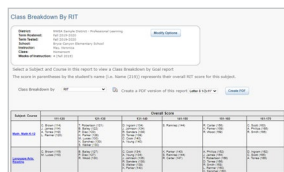
Essential Reports

How will you use each report? Add your notes and ideas.

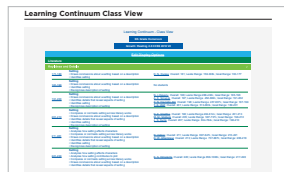
Class Profile report



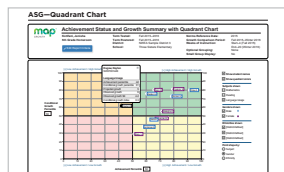
Class Breakdown reports



Learning Continuum



ASG reports



Student Profile



Family report



Normative Data Charts

The 2020 MAP Growth norms allow educators to compare achievement status—and changes in achievement status (growth)—to students' performance in the same grade at a comparable stage of the school year or across two test events within or across school years. For more information, explore the [2020 NWEA MAP Growth Normative Data Overview](#).

2020 Reading Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87
9	218.90	19.02	220.52	18.73	221.40	19.03
10	221.47	17.92	222.91	17.81	223.51	18.20
11	223.53	17.73	224.64	17.80	224.71	18.50
12	223.80	19.32	223.85	21.21	224.33	23.08

2020 Mathematics Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.13	15.19	214.70	15.88	218.75	16.70
6	214.75	16.12	219.56	16.74	222.88	17.47
7	220.21	17.41	224.04	17.96	226.73	18.60
8	224.92	18.94	228.12	19.33	230.30	19.95
9	226.43	19.83	228.67	20.06	230.03	20.63
10	229.07	20.23	231.21	20.61	232.42	21.25
11	231.72	20.61	233.49	20.91	234.25	21.65
12	233.02	21.60	233.31	23.07	234.19	24.63

2020 Language Usage Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
2	173.98	16.06	183.83	15.40	188.40	15.89
3	187.71	15.33	195.14	14.64	198.32	14.65
4	197.33	15.10	202.87	14.44	205.00	14.33
5	204.17	14.55	208.45	13.98	210.19	13.90
6	209.43	14.35	212.81	13.92	214.19	13.94
7	212.65	14.72	215.28	14.39	216.47	14.42
8	215.54	14.74	217.73	14.45	218.74	14.56
9	216.68	15.52	218.18	15.30	219.00	15.51
10	218.82	15.10	220.19	15.11	220.86	15.45
11	220.66	14.94	221.86	14.98	222.33	15.53

2020 General Science Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
2	177.70	13.43	184.59	12.35	187.87	12.46
3	187.84	12.25	193.29	11.63	195.88	11.76
4	194.65	11.68	199.15	11.50	201.22	11.75
5	200.23	11.77	204.30	11.72	206.17	12.12
6	203.86	12.04	207.26	12.02	208.47	12.41
7	206.56	12.65	209.50	12.73	210.61	13.17
8	209.64	13.25	212.41	13.17	213.44	13.64
9*	211.40	14.10	213.42	14.17	213.99	14.72
10*	213.24	14.26	214.95	14.42	215.29	15.07

*These science status norms describe the distributions of achievement in general science academic skills and content knowledge for the relevant student populations for these grades and are useful for screening and placement purposes. Test results should not be used to evaluate performance where science content is more specialized, such as in topically differentiated high school science courses (e.g., biology, chemistry, physics).

The names of other companies and their products mentioned are the trademarks of their respective owners.

We are providing links to the third-party website(s) contained in this material only as a convenience, and the inclusion of links to the linked site does not imply any endorsement, approval, investigation, verification, or monitoring by us of any content or information contained within or accessible from the linked site. NWEA does not control the accuracy, completeness, timeliness, or appropriateness of the content or information on the linked site. If you choose to visit the linked site, you will be subject to its terms of use and privacy policies, over which NWEA has no control. In no event will NWEA be responsible for any information or content within the linked site or your use of the linked site. By continuing to the linked site, you agree to the foregoing.