## 2015-2016

A Parent's Guide to MAP® Assessments

## What are MAP® Assessments?

- Measures of Academic Progress (MAP) assessments are common core aligned, adaptive achievement tests in Mathematics, Reading, and Language Usage that are taken on a computer.
- MAP assessments results provide educators with the information they need to improve teaching and learning and make student-focused, data-driven decisions.
- MAP assessments are administered three times per year (Fall, Winter, Spring).
- Educators use the growth and achievement data from MAP to develop targeted instructional strategies and plan for school improvement.


## Understanding RIT Scores

The growth guideline charts show national mean 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 the mean RIT compared to students across the nation. It is important to understand that the MAP assessment is one assessment at one point in time. It does not measure intelligence or a student's capacity for learning. When making important decisions about student learning, school staff will consider the MAP assessment results along with other data such as classroom performance, other assessment scores, and input from parents and teachers.

| $\begin{array}{c}\text { Reading } \\ \text { Grade } \\ \text { Begin- } \\ \text { Year } \\ \text { Mean RIT }\end{array}$ |  |  |  | $\begin{array}{c}\text { Mid- } \\ \text { Year } \\ \text { Mean RIT }\end{array}$ | $\begin{array}{c}\text { End- } \\ \text { Year } \\ \text { Mean RIT }\end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{K}$ | 141 | 151.3 |  |  |  |$) 158.1$.


$\left.$| Mathematics |  |  |  |
| :---: | :---: | :---: | :---: |
| Grade | Begin- <br> Year <br> Mean RIT | Mid- <br> Year <br> Mean |  | | End- |
| :---: |
| Year |
| Mean RIT | \right\rvert\,


| Language Usage |  |  |  |
| :---: | :---: | :---: | :---: |
| Grade | Begin- <br> Year <br> Mean RIT | $c$ <br> Mid- <br> Year RIT | End- <br> Year <br> Mean RIT |
| $\mathbf{2}$ | 174.5 | 184.9 | 189.7 |
| $\mathbf{3}$ | 189.4 | 196.8 | 200 |
| $\mathbf{4}$ | 198.8 | 204.4 | 206.7 |
| $\mathbf{5}$ | 205.6 | 209.7 | 211.5 |
| $\mathbf{6}$ | 210.7 | 213.9 | 215.3 |
| $\mathbf{7}$ | 214 | 216.5 | 217.6 |
| $\mathbf{8}$ | 216.2 | 218.1 | 219 |
| $\mathbf{9}$ | 218.4 | 219.7 | 220.4 |
| $\mathbf{1 0}$ | 218.9 | 219.7 | 220.1 |
| $\mathbf{1 1}$ | 221.5 | 222.1 | 222.1 |

## Student Growth

As parents and guardians become familiar with MAP assessment information, the student data will demonstrate that students grow at different rates.

- The growth rates below are based on national norms and should be viewed as "typical" growth, not expected growth.
- Our goal is for teachers to use MAP assessment results to differentiate and adjust instruction so that all students grow at levels appropriate for each individual student.

| Reading |  |  |  |  | MathematicS |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | Fall to <br> Winter <br> RIT Growth | Winter to <br> Spring <br> RIT Growth | Fall to <br> Spring <br> RIT Growth | Grade | Fall to <br> Winter <br> RIT Growth | Winter to <br> Spring <br> RIT Growth | Fall to <br> Spring <br> RIT Growth |  |
| $\mathbf{K}$ | 10.3 | 6.81 | 17.1 | K | 11.4 | 7.67 | 19.1 |  |
| $\mathbf{1}$ | 10.8 | 5.99 | 16.8 | $\mathbf{1}$ | 11.4 | 6.97 | 18.4 |  |
| $\mathbf{2}$ | 9.5 | 4.52 | 14.0 | $\mathbf{2}$ | 9.5 | 5.72 | 15.2 |  |
| $\mathbf{3}$ | 7.3 | 3.02 | 10.3 | $\mathbf{3}$ | 7.8 | 5.19 | 13.0 |  |
| $\mathbf{4}$ | 5.4 | 2.33 | 7.8 | $\mathbf{4}$ | 6.8 | 4.78 | 11.6 |  |
| $\mathbf{5}$ | 4.2 | 1.97 | 6.1 | $\mathbf{5}$ | 5.8 | 4.13 | 9.9 |  |
| $\mathbf{6}$ | 3.2 | 1.54 | 4.8 | $\mathbf{6}$ | 4.4 | 3.26 | 7.7 |  |
| $\mathbf{7}$ | 2.5 | 1.25 | 3.7 | $\mathbf{7}$ | 3.5 | 2.47 | 6.0 |  |
| $\mathbf{8}$ | 1.9 | 0.99 | 2.8 | $\mathbf{8}$ | 2.9 | 1.78 | 4.6 |  |
| $\mathbf{9}$ | 1.1 | 0.60 | 1.7 | $\mathbf{9}$ | 2.0 | 1.17 | 3.1 |  |
| $\mathbf{1 0}$ | 0.6 | 0.17 | 0.7 | $\mathbf{1 0}$ | 1.5 | 0.85 | 2.3 |  |


| Language Usage |  |  |  |
| :---: | :---: | :---: | :---: |
| Grade | $\begin{array}{c}\text { Fall to } \\ \text { Winter } \\ \text { RIT Growth }\end{array}$ | $\begin{array}{c}\text { Winter } \\ \text { to Spring } \\ \text { RIT Growth }\end{array}$ |  | \(\left.\begin{array}{c}Fall to <br>

Sir Growth <br>
Rring\end{array}\right)\)

## Things to consider

- Growth over time is a measurement of student learning.
- Students who score above grade level often show less growth.
- RIT scores may decline from one assessment to the next.
- One low assessment score is not cause for immediate concern.
- Students' attitude toward the assessment can affect their score.

