MAP Presentation to Families

Centennial Lane Elementary School
November 2014

Welcome

Our Objectives for the Evening:

- Explain what MAP assessments are
- Explain the data report received by parents
- Discuss the instructional implications
- Address questions

What are MAP assessments?

The MAP assessments are computer adaptive assessments.

The assessments challenge every student.

Assessments are untimed.

What are MAP assessments?

Assessments are designed to measure growth and show how students are progressing.

Student growth can be monitored throughout the school year and from year to year.

MAP data provides information to help inform instructional decisions.

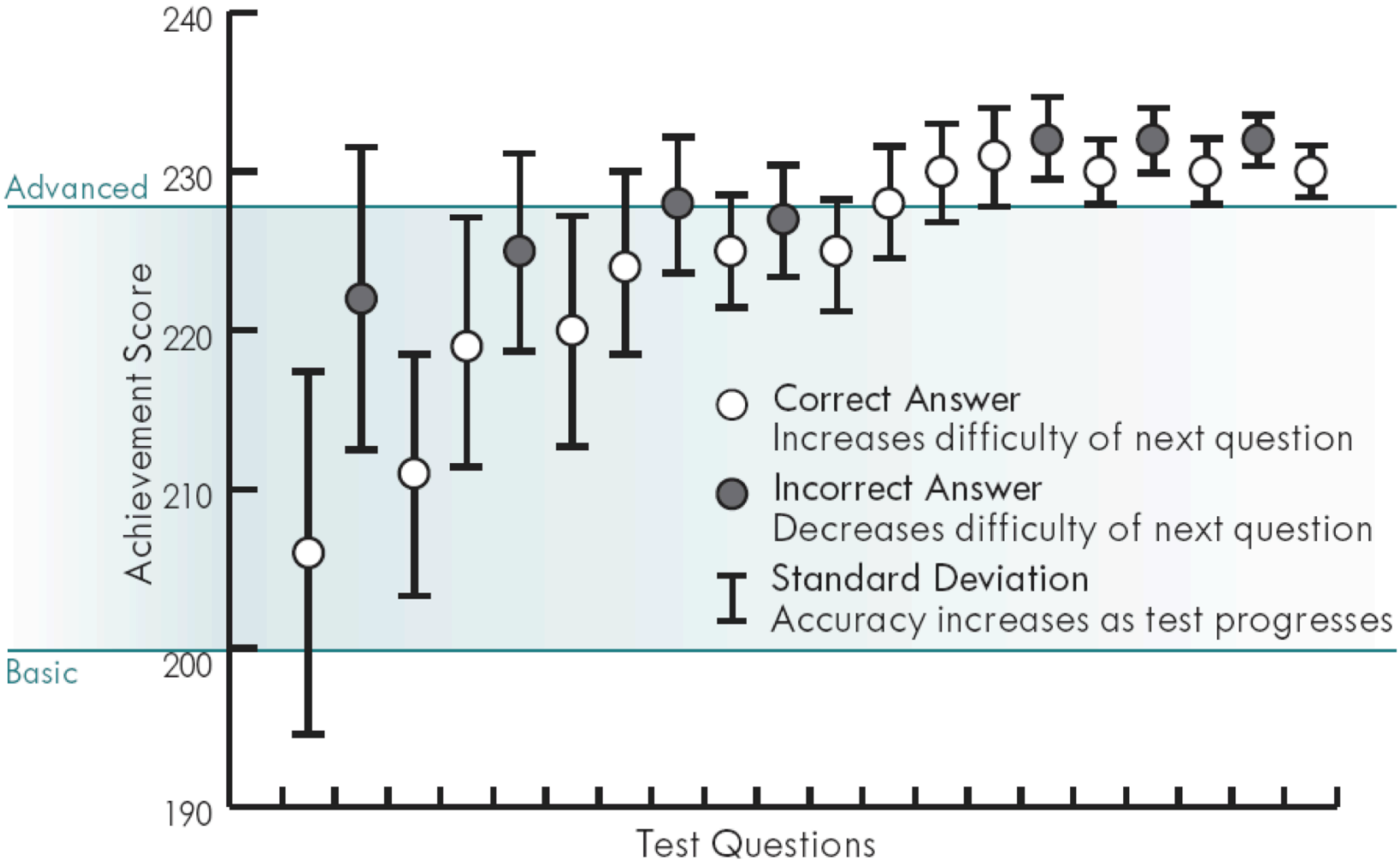
Norms provided are used for general reference.

What does computer adaptive mean?

The difficulty of the assessment is adjusted to the student's performance on each question.

As a student responds to questions, the test responds to the student, adjusting up or down in difficulty.

MAP Progression



Questions about the assessments?

When are the assessments administered?

-3 times per year (fall, winter, spring)

How many items are on each assessment?

-MPG: approximately 57 questions/content area

-MAP: approximately 52 questions/content area

How many minutes does it take to take each assessment?

-MPG: approximately 25 minutes/assessment

-MAP: approximately 45-55 minutes/assessment

What is a RIT score?

The overall scale score on the test.

RIT stands for Rasch unIT.

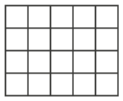
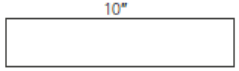
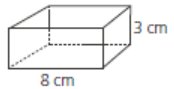
RIT scores are used to estimate student achievement.

RIT scores create an equal-interval scale.

RIT scores range from 150 to 300+.

Allows you to follow a student's educational growth from one year to the next.

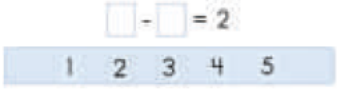
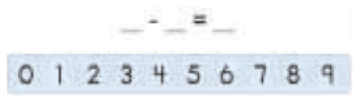
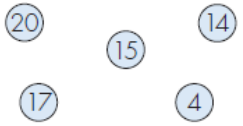
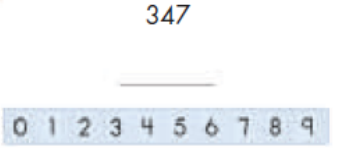
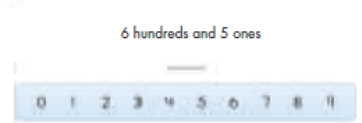
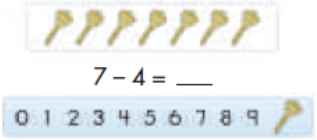
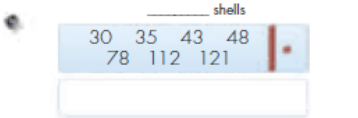
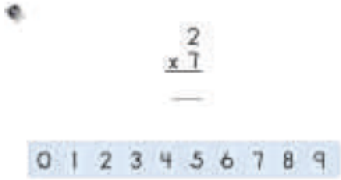
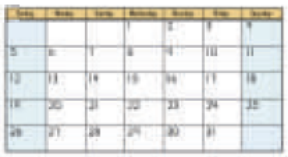
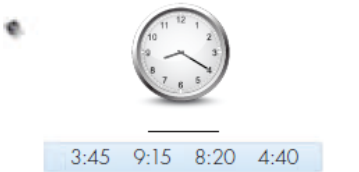
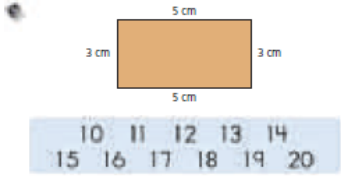
MAP Mathematics Assessment Items

MATHEMATICS	below 161	171-180	191-200	211-220	241-250
Number Sense/ Number Systems Students understand and apply concepts of numbers including representing, identifying, counting, comparing, ordering, equivalence, and number theory.	 How many? A. 4 ✓B. 5 C. 6 D. 7 E. 8	68 equals: ✓A. 60 + 8 B. 60 + 80 C. 6 + 8 D. 600 + 8 E. 6 + 80	 How many dozen doughnuts? ✓A. 2 B. 2 1/2 C. 3 D. 4 E. 24	Which set contains all the factors of 20? A. (5, 10, 15, 20) B. (2, 4, 5, 10) ✓C. (1, 2, 4, 5, 10, 20) D. (1, 2, 4, 5, 8, 10, 15, 20)	43,000 equals: A. 4.3×10^3 ✓B. 4.3×10^4 C. 4.3×10^5 D. 43×10^4 E. 43×10^5
Estimation and Computation Students understand the processes for computation and can accurately compute and solve problems using whole numbers, fractions, decimals, integers, rational, and real numbers.	$6 + 2 = \square$ A. 4 ✓B. 8 C. 9 D. 26 E. 62	$\begin{array}{r} 99 \\ -\ 56 \\ \hline \end{array}$ A. 34 B. 42 ✓C. 43 D. 53 E. 155	$\frac{5}{7} - \frac{3}{7} =$ A. $\frac{8}{7}$ B. 2 ✓C. $\frac{2}{7}$ D. 0 E. 7	Which is the most appropriate estimation for 7298×632? A. 7298×632 ✓B. 7000×600 C. 7298.4×632.9 D. 7290×600 E. 8000×600	Which fraction represents a quarter of a half? A. $\frac{1}{16}$ ✓B. $\frac{1}{8}$ C. $\frac{3}{8}$ D. $\frac{1}{2}$ E. $\frac{3}{4}$
Algebra Students understand and apply algebraic concepts including extending patterns, simplifying expressions, solving equations and inequalities, using coordinate graphing, and solving functions and matrices.	Which number does <u>not</u> fit? 2, 4, 5, 6, 8, 10 A. 4 ✓B. 5 C. 6 D. 7 E. 10	Which sign goes in the $\square$? $14 \square 6 = 8$ A. + ✓B. - C. ÷ D. < E. >	Jill sold bags of raisins. The first day she sold 6 bags and the second day she sold 12. On the third day she sold 18. If Jill continues to sell bags following the same pattern, how many bags will she sell on the sixth day? A. 54 B. 48 ✓C. 36 D. 30 E. 24	If $6n = 102$, n equals A. 12 ✓B. 17 C. 108 D. 196 E. 612	Ken works as a salesperson in a local electronics store. He earns $200 each week plus 6% commission on his total sales. Which equation correctly represents Ken's weekly earnings? Let s = Ken's total sales. A. E = 0.06s($200) B. E = 6s + $200 ✓C. E = 0.06s + $200 D. E = 6s($200)
Geometry Students understand and apply geometric concepts including identification and classification of 2- and 3-D objects, symmetry and transformations, similar and congruent figures, Pythagorean Theorem, and scale.	Which shape does <u>NOT</u> have any corners? A.  ✓D.  B.  E.  C. 	The pictures show the same object from different views.  Which picture shows the same object? ✓A.  C.  B.  D. 	Which figures show a line of symmetry?  1 2 3 4 5 ✓A. 1, 4, and 5 B. 2, 4, and 5 C. 4 and 5 D. 1 and 4 E. 2, 3, and 4	What type of transformation is shown? A. translation ✓B. rotation C. reflection D. dilation E. congruent 	Using the Pythagorean Theorem, $a^2 + b^2 = c^2$, when a = 9 and b = 12 , then c = ? A. 8 B. 21 ✓C. 15 D. $\sqrt{21}$ E. 225
Measurement Students understand and apply concepts of measurement including measuring, conversion, using appropriate units, and calculating perimeter and circumference, area, surface area, volume, and rate.	Who is the shortest?  Annika Daniel Lucia Meiko Marcus A. Annika B. Daniel D. Meiko E. Marcus	What is the area of the figure?  A. 18 square units B. 9 square units ✓C. 20 square units D. 16 square units E. 5 square units	10″  2″ What is the perimeter of this rectangle? A. 12″ ✓B. 24″ D. 16″ E. 20″	4 yards = $\square$ A. 16 feet B. 20 feet ✓C. 144 inches D. 80 inches E. 36 inches	Calculate the surface area of this rectangular solid. A. 79 cm^2 B. 110 cm^2 C. 120 cm^2 D. 128 cm^2 ✓E. 158 cm^2  3 cm 8 cm

MAP Reading Assessment Items

READING	below 161	171-180	191-200	221-230
Word Recognition, Structure, and Vocabulary Students can decode words, recognize common words, understand word relationships and structures, and can use context cues to decipher word meaning.	Choose the word that matches the picture.  The dog has a _____ in his mouth. 1. shoe ✓3. flower 2. bone 4. ball	Read the sentences. Jackie couldn't believe how much fun she had on the field trip. She kept replaying the day's events in her mind on the bus ride back to school. In the word "replaying," what does the prefix re- mean? 1. not 2. two ✓3. again 4. after	Read the sentences. Lightning struck the _____ of the lilac tree. Please put the _____of old costumes in the attic. Which word will fit in both spaces? ✓1. trunk 2. branch 3. limb 4. root	Read the sentence and dictionary entry. The lives saved when the volcano exploded vindicated the expensive early warning system. **vindicate** (**vin**-di-keyt) v. vin-di-cate 1. to free from an accusation 2. to justify based on evidence 3. to defend against opposition 4. to claim for oneself or for someone else Which definition of vindicate is used in the sentence? 1. definition 1 3. definition 3 ✓2. definition 2 4. definition 4
Reading Literature: Key Ideas, Reading for Understanding Students can read and comprehend literary texts, make inferences and predictions, and draw conclusions. They can determine key ideas, analyze the development of themes, and summarize.	Read the story. Mother was getting ready for Sandy's surprise tomorrow. She had baked a cake and invited all of Sandy's friends. Now all she needed was seven candles for the cake. Tomorrow would be 1. Sandy's first day at school ✓2. Sandy's seventh birthday 3. a good day to work in the yard 4. Mother's birthday	Read the paragraph. Gordon loves to visit his aunt and uncle in Vermont. He goes up every summer to visit them. They live on a houseboat on the lake...*(passage continues)* What does Gordon like to do best? 1. swim in the lake 2. fish for perch and trout 3. read books on the boat deck ✓4. steer the boat around the lake	Read the passage. Molly stared out the bus window with blank eyes. Next to her, a woman pulled herself up. She got off at the next stop. Molly looked over and saw that she left something on the seat...*(passage continues)* What was Molly's first reaction when she picked up the wallet? ✓1. to turn it in to the bus driver 2. to look at the pictures 3. to call after the woman 4. to take the money	Read the passage. Bernadou clung to his home with a dogged devotion ...*(passage continues)* (from "A Leaf in the Storm" by Louise De La Ramee) Based on the passage, which statement about Bernadou is most likely true? 1. Bernadou had travelled to the capital of his country many times. 2. Bernadou was a drifter, never spending much time in any one place. 3. Bernadou would fight with loyalty and fierceness for any good cause. ✓4. Bernadou felt a strong connection to his hometown, but not his country.
Reading Literature: Craft, Structure, Evaluation Students can analyze the structure of literary texts; analyze literary elements of a text, such as plot, character, theme, and setting; analyze literary devices; and evaluate the author's craft.	Read the story. Maria ate a big bowl of cereal. After breakfast, Maria put her book in her backpack...*(passage continues)* What did Maria do first? ✓1. eat her breakfast 2. put her book in her backpack 3. put on her coat 4. walk to the bus stop	Read the passage. Dave and Mike had a great time sledding. They pulled their sleds up the big hill and went down face first...*(passage continues)* What did Mike and Dave do right after playing outside? 1. They pulled their sleds up the big hill. 2. They raced down the hill. ✓3. They had grilled cheese and soup. 4. They fell asleep on the couch.	Read the passage. Laura's teacher asked to see her science project. "But Mrs. Thompson, I forgot it was due today!" Laura said. Then she asked if she could call her mom...*(passage continues)* How do readers learn about Laura? 1. from what other characters say ✓2. from what she says to others 3. from what she looks like 4. from descriptions of her feelings	Read the excerpt. I saw the different things you did, But always you yourself you hid. I felt you push, I heard you call, I could not see yourself at all— O wind, a–blowing all day long, O wind, that sings so loud a song! (from "The Wind" by Robert Louis Stevenson) What is the rhyme scheme? 1. AAABBB 2. ABAACC ✓3. AABBCC 4. ABCABC
Reading Informational Texts:	Read the passage. Many kinds of dogs live in the	Read the paragraph. A hen lays about one egg a day. A chick	Read the paragraph. Weasels are hunters. They prey on mice, rats, insects,	Read the paragraph. I.M. Pei is a famous 20th century architect who was born

Primary MAP Mathematics Assessment Items

MPG MATHEMATICS	below 131	151-160	171-180	above 191
Problem Solving Students understand and represent word problems, and they use strategies to solve and verify answers. They apply logic and reasoning, and they work with conjecture and proof.	 Listen to the story problem. Ann has 1 dog and 1 cat. Move Ann's pets to the grass.	 Listen to the story problem: Walter baked 4 pies yesterday and 2 pies today. He wants to know how many pies he baked in all. Which symbol shows what Walter should do?	 Listen to the story problem. Move the numbers to the boxes to show the problem.	 Listen to the story problem: Move the numbers to the lines to show the number sentence for the story problem.
Number Sense Students count, and they identify and represent numbers, including work with place value and fractions. They understand relative position and magnitude.	 Look at the picture. How many superheros are there?	 Click on the number that is 1 more than 13.	 Look at the number. What is 100 more than 347?	 Which number is described?
Computation Students add and subtract, and they use models to prepare for multiplication and division.	 Look at the trucks. Two trucks and one more truck is how many trucks all together?	 Look at the 7 keys. Take away 4 keys. What is the answer?	 Bella had 78 shells in her collection. She gave 43 shells away to her friends. How many shells are left in Bella's collection? You can move base ten blocks to help you solve the problem.	 What is the answer?
Measurement and Geometry Students compare and order objects using tools, units, and estimation. They identify shapes and lines in two and three dimensions and describe attributes. They work with spatial transformations, symmetry, and congruence.	 Look at the picture. Click on the shortest student.	 Look at the calendar. Click on October 14th.	 Look at the clock. What time is shown on the clock?	 What is the perimeter of the rectangle?

Primary MAP Reading Assessment Items

MPG READING	below 131	151-160	171-180	above 191
Phonological Awareness Students can identify, blend, isolate, and manipulate phonemes. They recognize rhyme and count syllables in words.	 Listen to the names of the pictures: tag, goat, boat, bus. Click on the two pictures that rhyme.	 Listen to the sounds and put them together: /j/…/am/. Choose the picture that shows this word: /j/…/am/.	 Listen to the word: clap. Take the /l/ sound away. Which picture shows this new word? Cup, cap, clip, clock.	 1 2 3 4 Listen to the word: butterfly. How many syllables are in the word butterfly?
Phonics Students know and apply letter-sound correspondences and regular decoding patterns. They use spelling patterns, rhyming, and syllabication rules to decode words.	 Q F V D H Which letter makes the sound /f/, as in "fan"?	 m g s p Listen to the word: "top." Which letter makes the ending sound in the word "top?"	 cuin coin coan cown Listen to the word: "coin." Click on the word "coin."	surprise Listen to the word: surprise. Move the slash to divide the word into its syllables.
Concepts of Print Students understand foundational concepts about words, text, and parts of books. They show understanding of environmental print. They identify letter names and apply knowledge of alphabetical order.	 Look at the pictures. Click on the sign that says "stop."	 The tree is tall and green. Click on the word that has a capital letter.	1____ 2____ 3____ jam lake king Put the words in ABC order.	Concepts of Print is not applicable at this RIT range
Vocabulary and Word Structure Students recognize sight words, compare word meanings, and use context clues. They analyze words for compounds, roots and affixes, and they form contractions.	 Click on the bird.	 his in sleeps bed Listen to the sentence. "John sleeps in his bed." Click on the word "his."	"Max looked out the window on the bus ride. For just a moment, he got a glimpse of the new toy store. Very soon, the bus had passed it, and the store was out of sight again." Which means the same as glimpse? a quick look a gift card a daydream a buzzing sound	define – need require – get need – require get – offer Which pair of words means the same thing?

Student Home Report

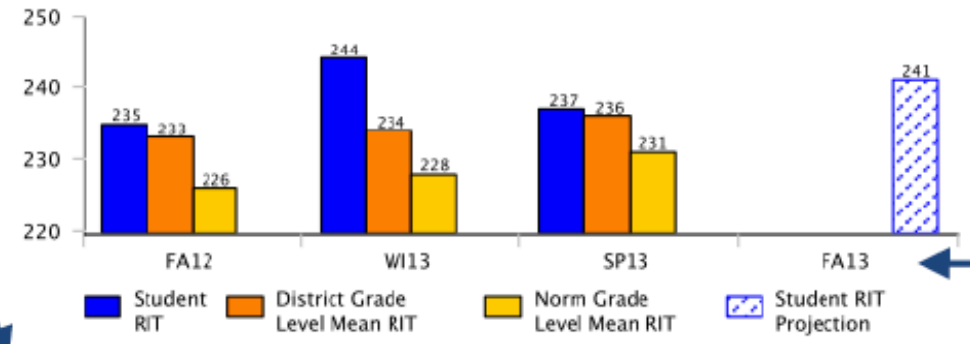
NWEA
Northwest Evaluation Association

Student Progress Report

[redacted]

Term Rostered: Spring 2012-2013
District: Howard County Public Schools
School: [redacted]
Growth Comparison Period: Fall to Fall

Mathematics

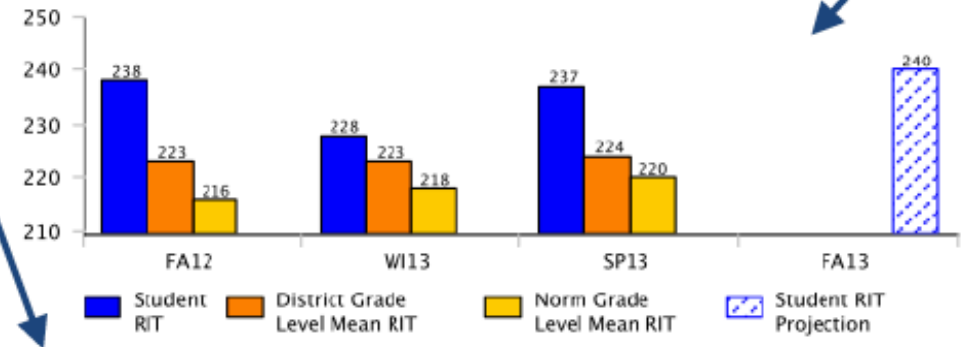


Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
SP13	07	234-**237**-240			58-**64**-71
WI13	07	241-**244**-247			77-**82**-86
FA12	07	232-**235**-238			65-**71**-77

Mathematics Goals Performance - Spring 2012-2013

Algebra, Functions, Expressions, & Equations	High	The Real & Complex Number Systems	Avg
Geometry	LoAvg	Statistics and Probability	HiAvg

Reading



Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
SP13	07	234-**237**-241			84-**89**-93
WI13	07	225-**228**-231			69-**76**-82
FA12	07	235-**238**-241			91-**94**-96

Reading Goals Performance - Spring 2012-2013

Literature	High	Informational Text	High
Foundational Skills and Vocabulary	High		
Lexile® Range	1167-1317L		

Note how they performed for each Math and Reading Goal.

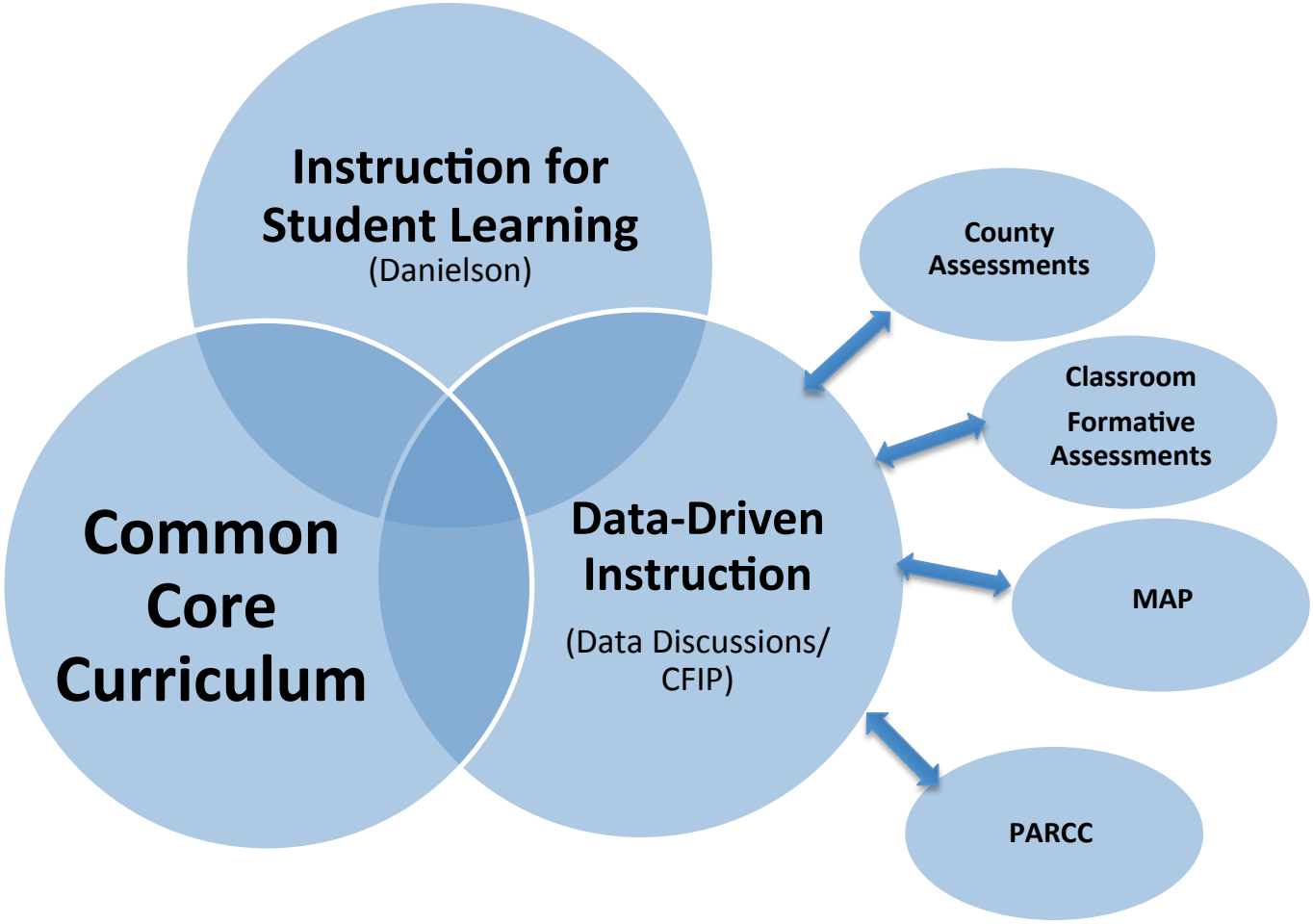
Note the comparisons to other students in the district and across the country (Norm), in addition to the projected student RIT score for the next MAP test.

Lexile Range

What is the purpose of MAP?

MAP helps the school system, teachers, and students use data to promote growth for every student.

How does MAP fit into the HCPSS's focus?



How will schools use MAP in conjunction with other data?

- To assess learning levels
- To identify student needs
- To determine academic needs for the school
- To empower teachers and students
- To engage parents

How will teachers use MAP in conjunction with other data?

- To identify growth targets
- To support student grouping
- To identify strengths and needs
- To determine instructional readiness
- To plan for instructional needs

How do we create a culture of data-driven instruction?

- School level data discussions
- Regular student feedback
- Communication with parents
- Professional Learning

How is MAP able to inform parents?

- Identifies areas of strengths and needs
- Provides information over time
- Produces Lexiles which are commonly used