

# Putting Students in the Driver's Seat

## Talking to Students about MAP Testing



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# Desired Outcomes

Students understand MAP and why they are taking it.

A better testing experience for students.

“Purposeful effort” by students on their assessment.

Increased accuracy and reliability of the data.

Appropriate use of reliable data to meet student needs.

Increased Student Achievement



# What do your students think they know about MAP?



# Myths about MAP



The time you take to answer questions impacts your final score.



You can't go to the next grade unless you "pass" MAP.



There is some way of knowing if you got an answer correct or not.



MAP does not test what your teacher teaches.

# Basics that Students may know about MAP



- ✓ Math, Reading, Language Usage, Science
- ✓ Given three times a year
- ✓ Taken on a computer
- ✓ Does not count for a grade in your classes
- ✓ Not timed
- ✓ Has 52 questions (varies by subject/test)



# Why do we take MAP?



**MAP Test**

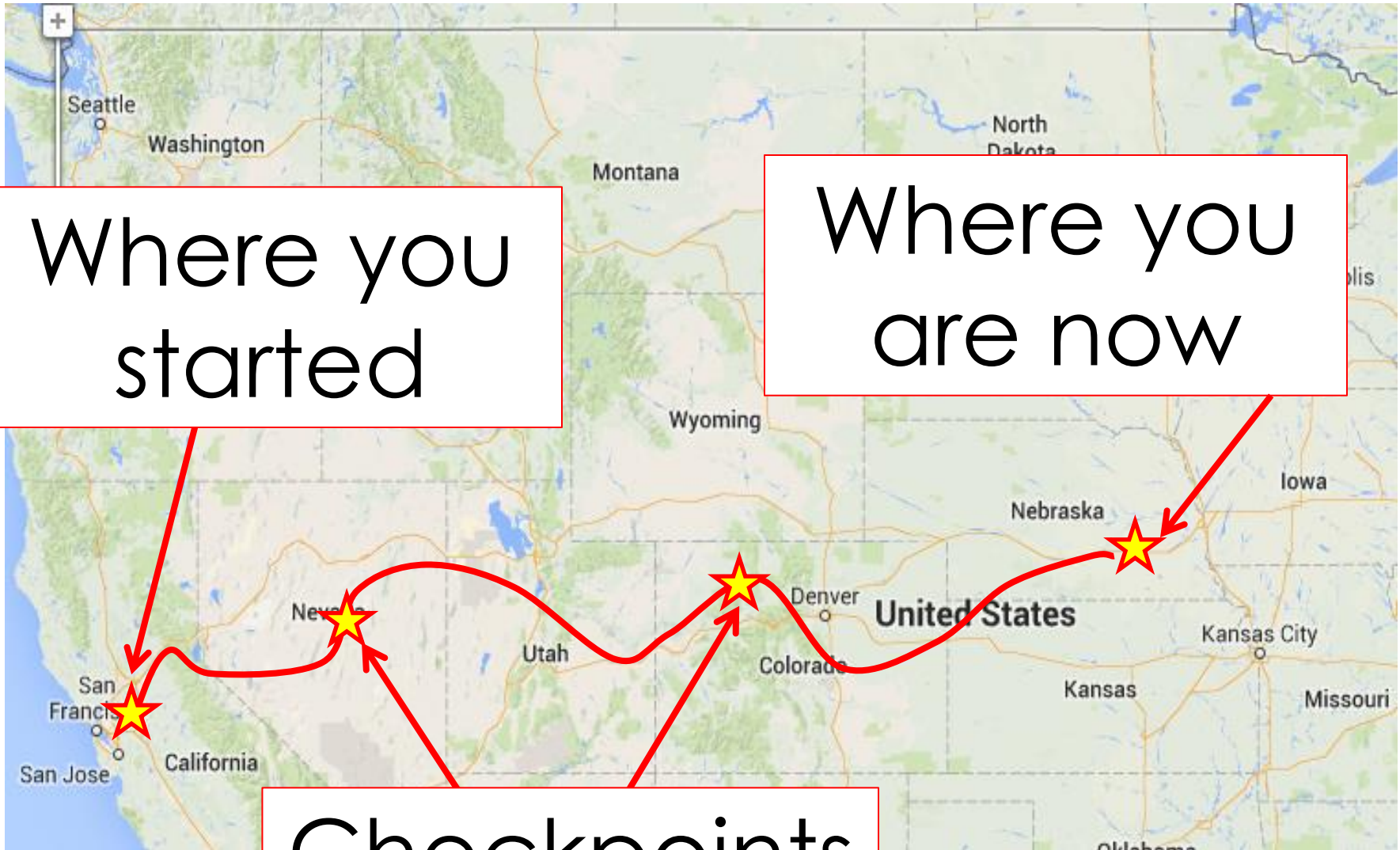


# The Learning Journey

Where you started

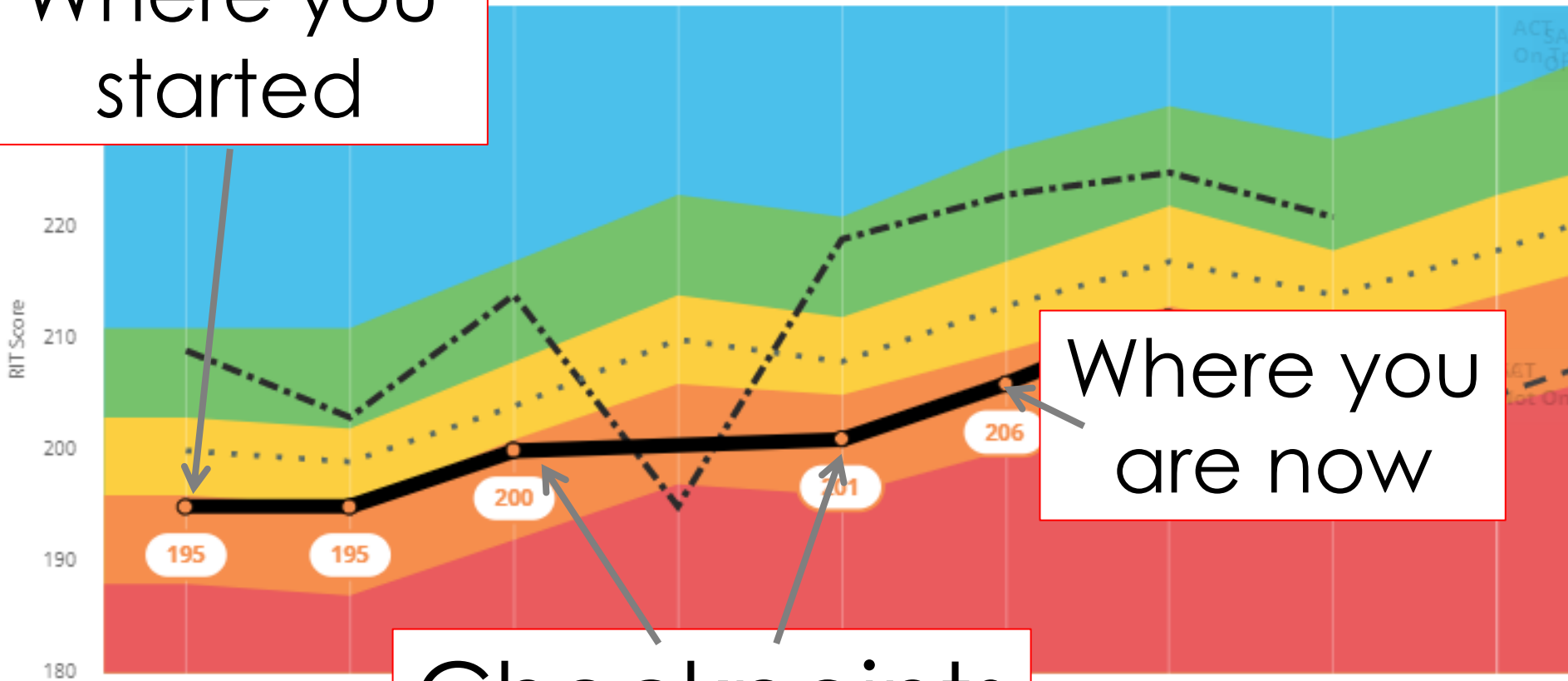
Where you are now

Checkpoints



# The Learning Journey

Where you started



Where you are now

Checkpoints



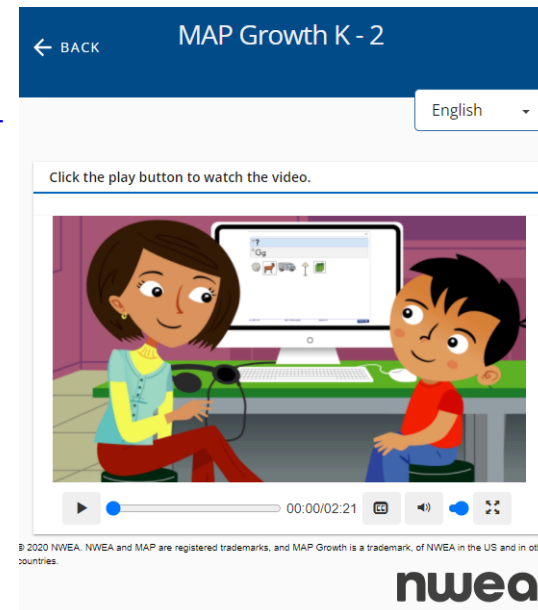
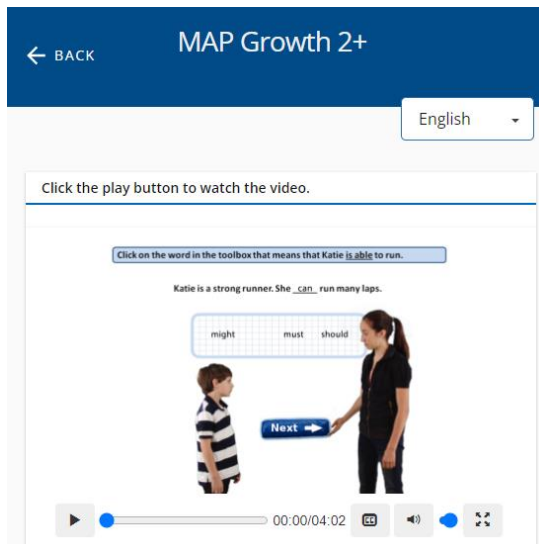
# MAP WarmUp Video

- What it is like?

<https://www.nwea.org/resource-center/resource/michaels-story/>

- Kinder and Grade 1

[https://studentresources.nwea.org/app/k\\_two/what's\\_this\\_test\\_about.html](https://studentresources.nwea.org/app/k_two/what's_this_test_about.html)



- Second grade and up

[https://studentresources.nwea.org/app/gradetwoplus/what's\\_this\\_test\\_about.html](https://studentresources.nwea.org/app/gradetwoplus/what's_this_test_about.html)



# 3 Things Students Should Know about MAP



- You won't get all the questions right.
- You are not taking a \_\_\_\_ grade test. (*MAP does not know how old you are.*)
- Your score is not based on the number of items you get right.



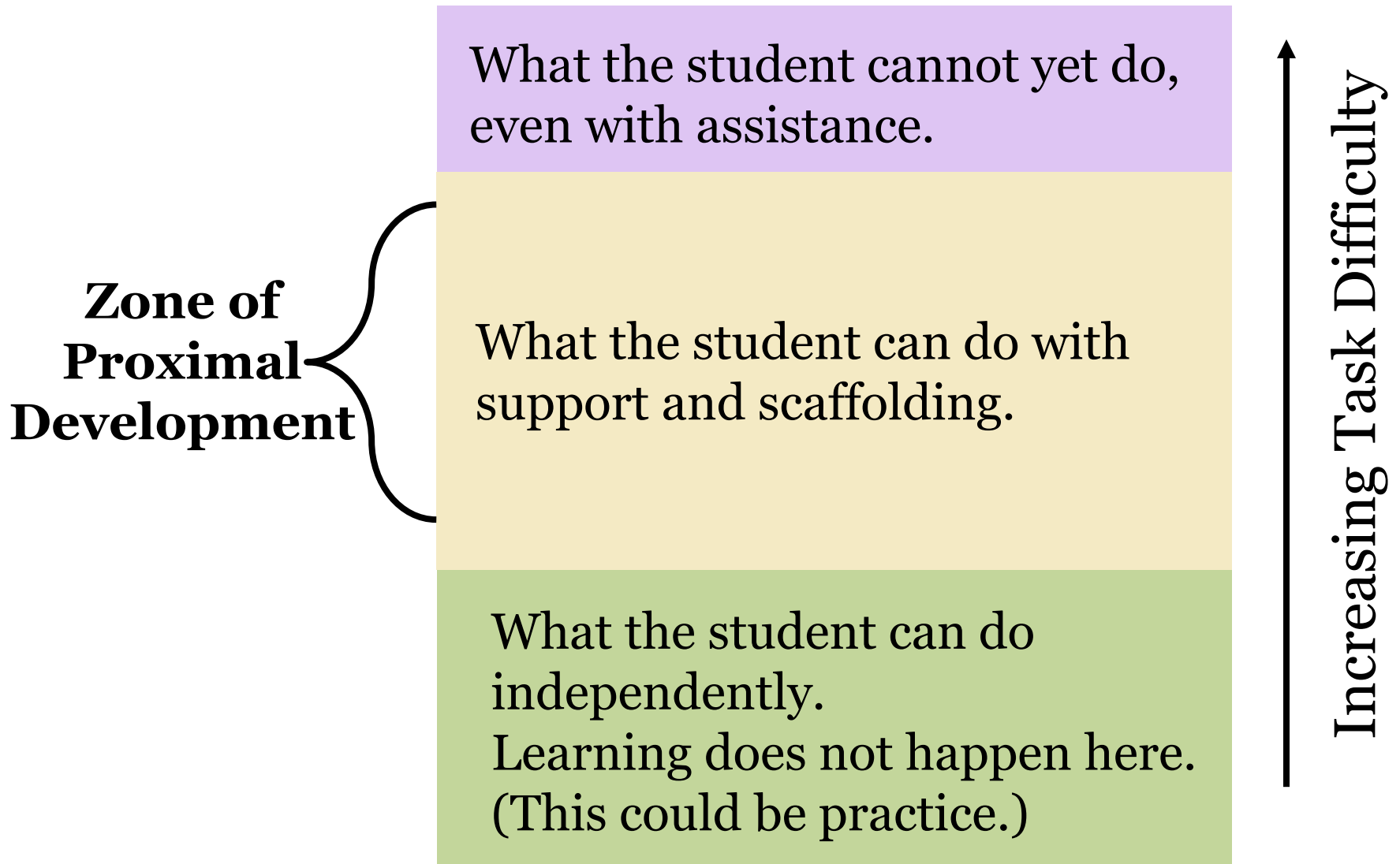


You should know-

**You won't get all the items right.**



# Zone of Proximal Development



# You may be surprised



- ✓ You are not expected to know the answer to every question on the MAP test.
- ✓ Some questions will be hard and others will be easy.
- ✓ Every student who takes MAP will get about  $\frac{1}{2}$  of the items correct.



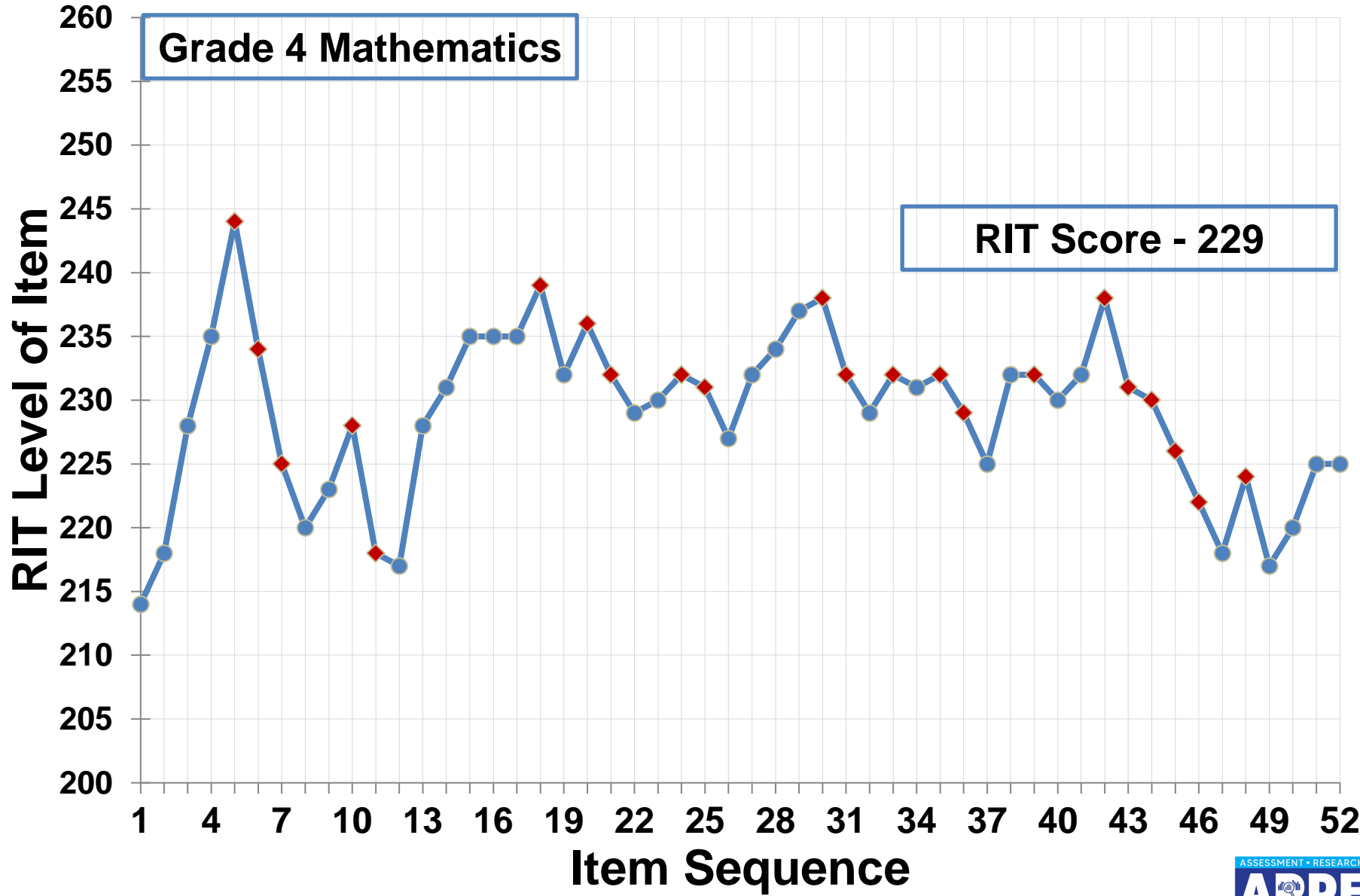


You should know-

**You are not taking a \_\_\_ grade test.**

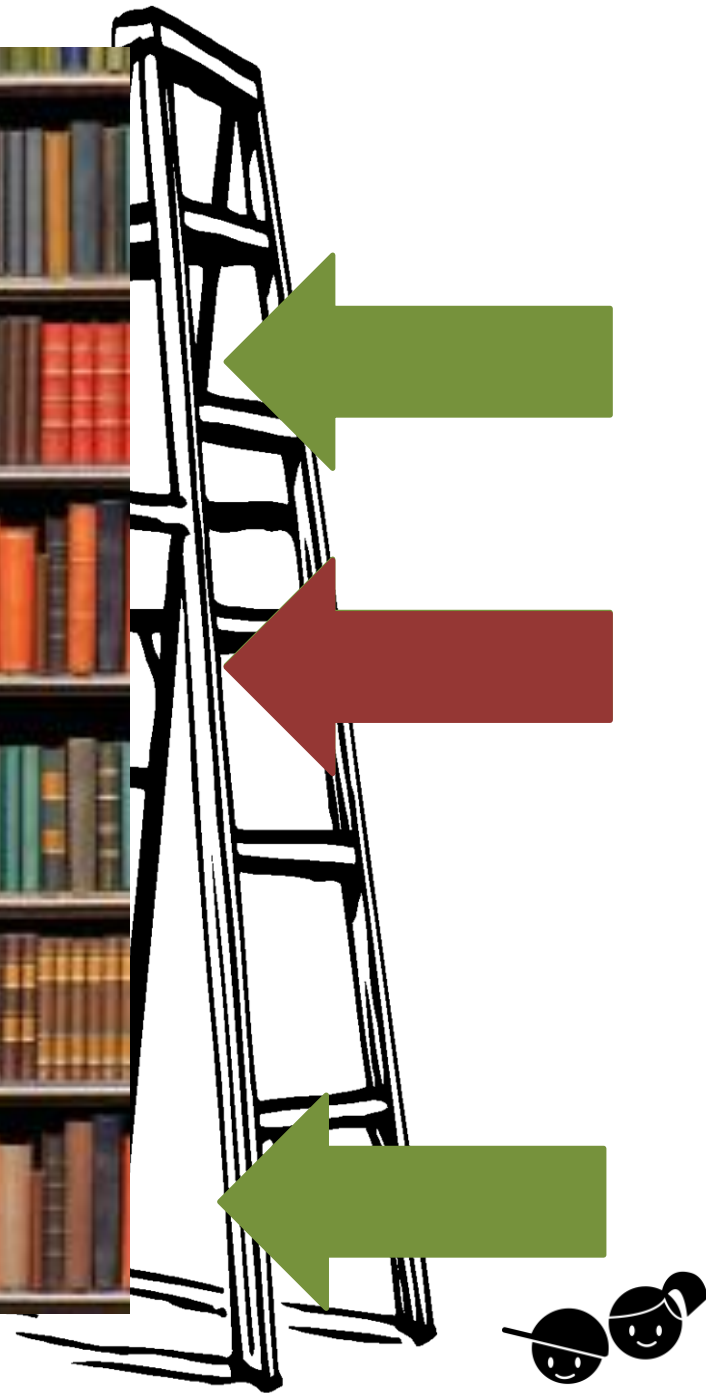


# MAP Adaptive Item Progression



**Difficult Question**

**Easier Question**





**Each MAP Test is Different**





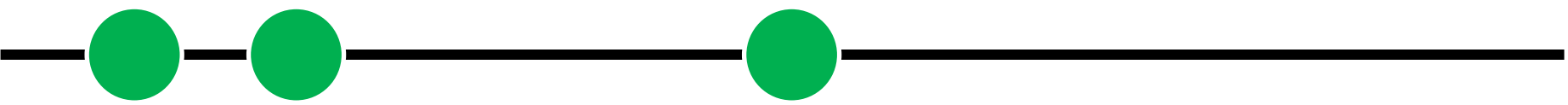
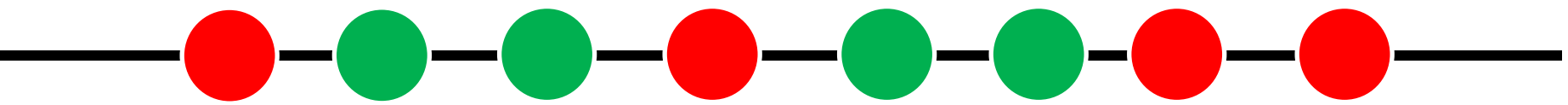
You should know-

**Your score is not based on the number of items you get right.**



**Difficult  
Question**

**High  
Score**



**Easier  
Question**

**Low  
Score**

**18 Questions**  
**11 Correct**  
**7 Incorrect**  
**61%**



# How is MAP different from other tests?



## MAP



**Unit Tests, Quizzes,  
Formative Checks,  
Curriculum Based Assessments**

✓ Each student has different test questions

✓ Each student has the same test questions

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# Reflection





You should know-

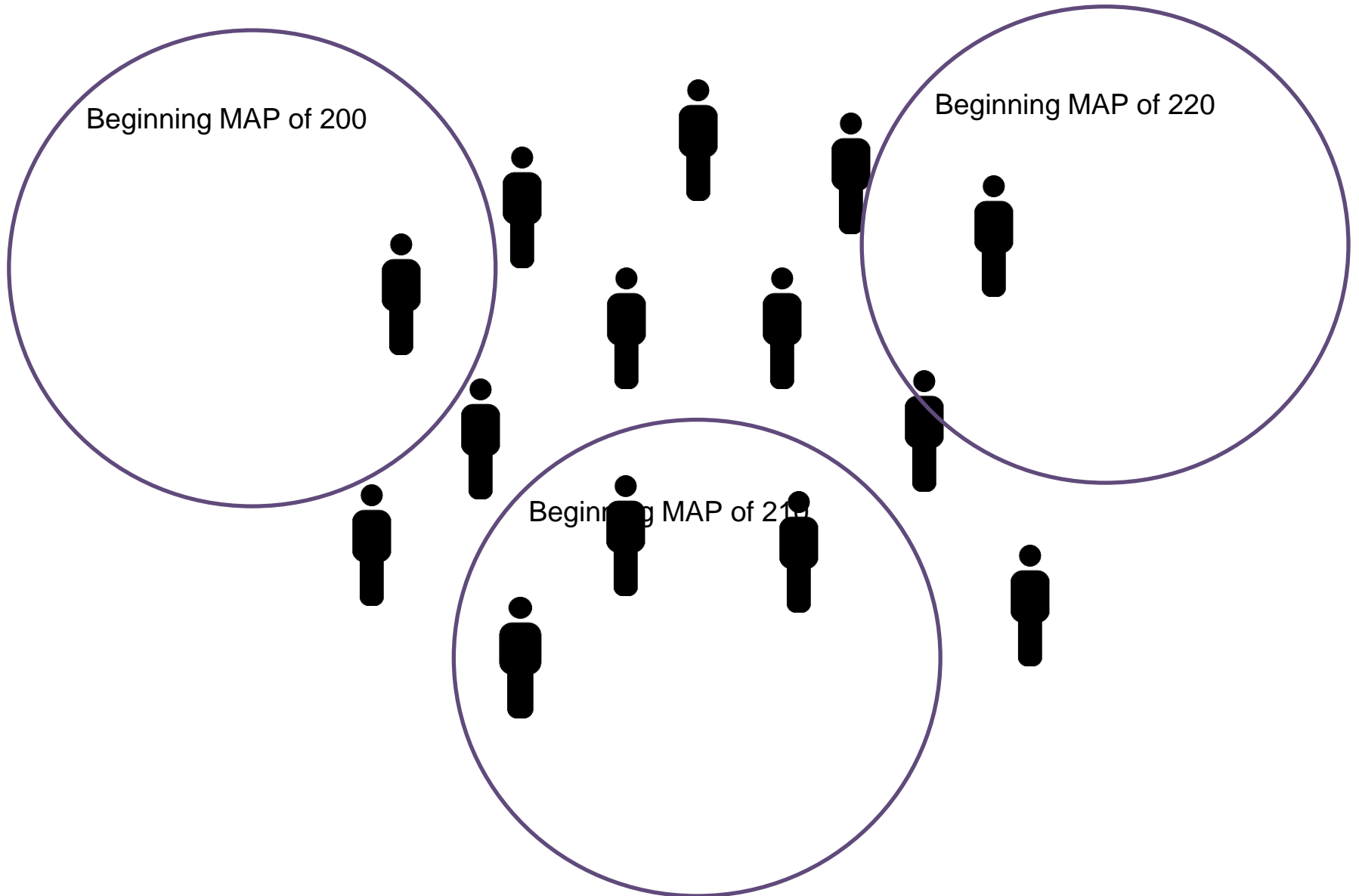
# What to do next? Goal Setting



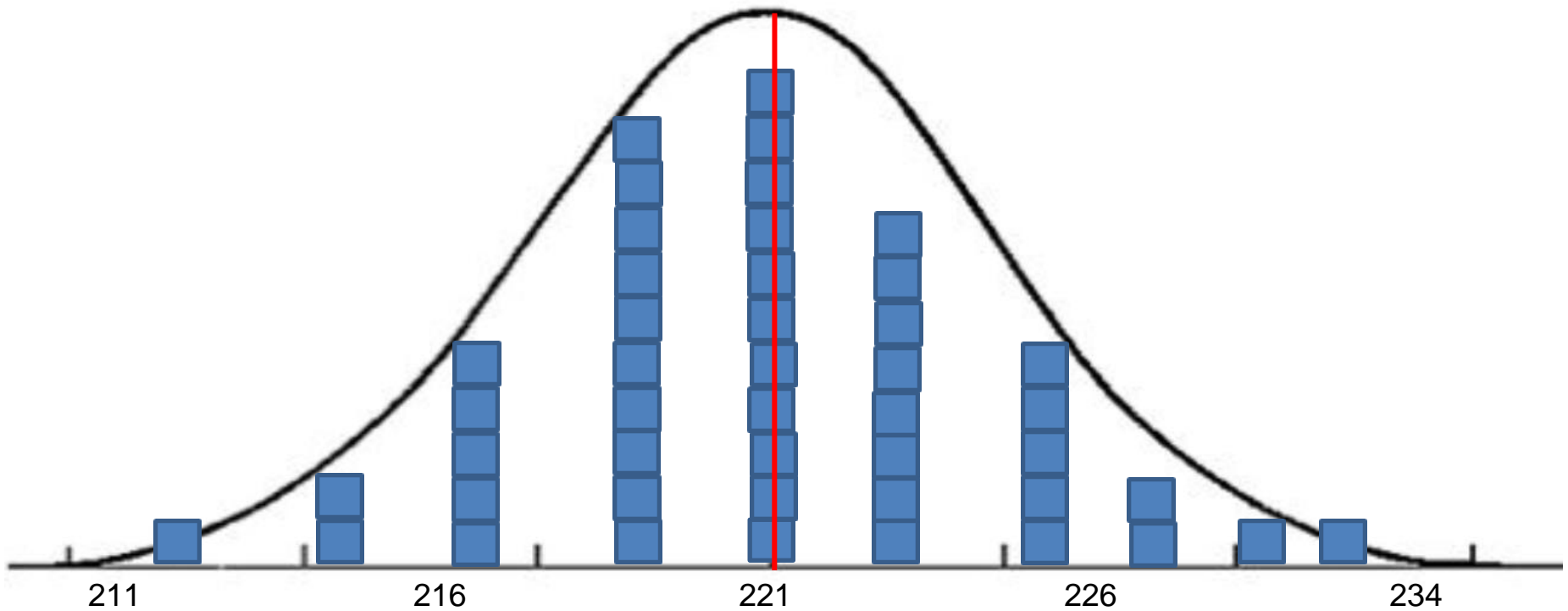




# MAP Growth



# Projected (Typical) Growth Scores



*All Fourth Graders with a Fall MAP Score of 210.*

# Projected Growth Scores

**map** Student Goal Setting Worksheet

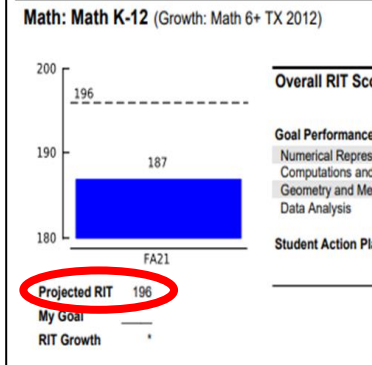
**Norms Reference Data:** 2020 Norms.  
**Growth Comparison Period:** Fall 2021 to Spring 2022  
**Weeks of Instruction:** Start - 2 (Fall 2021)  
 End - 32 (Spring 2022)

**District:** Plano Independent School District  
**School:** Armstrong Middle  
**Term Rostered:** Fall 2021-2022

Standard Error: +/- 3  
 Possible range: 214-220  
 8/30/2021 - 117 minutes  
 Rapid-Guessing %: N/A  
 Est. Impact of Rapid-Guessing % on RIT: N/A  
 Growth: Math 6+ TX 2012

217

READING 207  
 LANGUAGE USAGE ---  
 SCIENCE 214

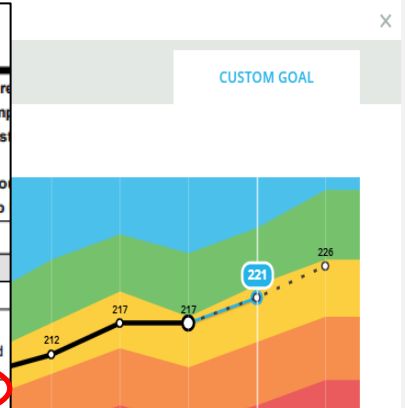


**map** Achievement Status and Growth Projection Report

**Math: Math K-12**

**Term Tested:** Fall 2021-2022  
**Term Rostered:** Fall 2021-2022  
**District:** Plano Independent School District  
**School:** Armstrong Middle

Student ID	Student Name	FA21 Grade	FA21 Date	Achievement Status		Projected RIT Score	Projected Growth
				Fall 2021	Spring 2022		
				RIT Score Range	Achievement Percentile Range		
		6	8/30/21	214-217-220	50-57-64	226	9
		6	8/30/21	215-218-221	52-60-67	221	9
		6	8/30/21	182-185-188	2-4-5	194	9
		6	8/30/21	184-187-190	3-5-7	196	9
		6	8/30/21	207-210-213	33-40-47	219	9



***The value in the MAP test is not in the score itself. The value of this assessment is in what it tells teachers about their students and what this assessment tells students about themselves.***

# Projected RIT Scores

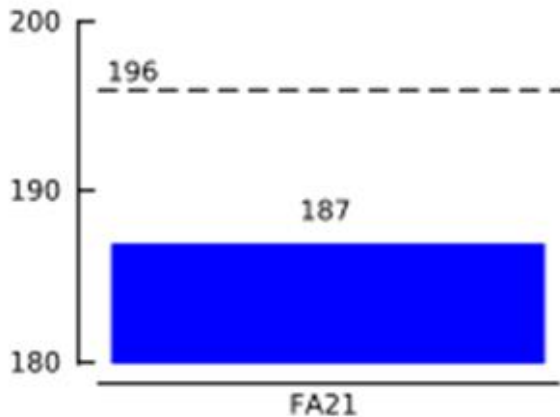


## Student Goal Setting Worksheet

**Norms Reference Data:** 2020  
**Growth Comparison Period:** Fall 2  
**Weeks of Instruction:** Start - End -

**District:** Plano Independent School District  
**School:** Armstrong Middle  
**Term Rostered:** Fall 2021-2022

### Math: Math K-12 (Growth: Math 6+ TX 2012)



**Projected RIT** 196  
**My Goal** \_\_\_\_\_  
**RIT Growth** \*

	<b>FA21</b>
<b>Overall RIT Score</b>	<b>187</b>
<b>Goal Performance</b>	
Numerical Representations and Probability	179-191
Computations and Algebraic Relationships	<b>187-199</b>
Geometry and Measurement	<b>187-199</b>
Data Analysis	<b>172-184</b>

**Student Action Plan:** \_\_\_\_\_

# Performance vs. Mastery

## Goals based on Performance

- I will get a 210 on MAP.
- Tends to foster a fixed mindset.
- No clear idea how to get there.
- Focus is on a score.

## Goals based on Mastery

- I will learn how to solve problems involving 2 digit multiplication.
- Tends to foster a growth mindset.
- Clear path to mastery.
- Focus is on learning.

# NWEA Learning Continuum

Learning Continuum - Class View

Growth: Reading 6+ TX 2017

[Print](#)

[Edit Display Options](#)

**6.7.C: analyze plot elements, including rising action, climax, falling action, resolution, and nonlinear elements such as flashback**

- Makes inferences about plot in literary text
- Makes predictions from literary nonfiction
- Identifies climax in literary text

**6.7.D: analyze how the setting, including historical and cultural settings, influences character and plot development.**

- Analyzes how setting affects characters

**6.8.B: analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms**

- Analyzes how the organization or form of a poem affects its meaning

**6.8.C: analyze how playwrights develop characters through dialogue and staging**

- Analyzes dialogue to understand characters
- Analyzes use of stage directions

**7.7.A: infer multiple themes within and across texts using text evidence**

- Determines theme in literary text
- Determines multiple main/central ideas in one literary nonfiction text
- Determines theme in poetry
- Analyzes the development of a shared theme in multiple texts

# Edit Display Options

## Edit Display Options

### Grouping Options

No Grouping

Group by Topic

Group by Standard

### Standards Filters

#### Grade Level Standards

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

English I

English II

English III

English IV

[Close](#)

# Concrete and Actionable

## 6.7.A: infer multiple themes within and across texts using text evidence

- Determines theme in poetry
- Analyzes the development of a shared theme in multiple texts
- Analyzes the development of main/central idea in literary nonfiction
- Determines central idea in literary text
- Determines theme in literary text

## 6.7.B: analyze how the characters' internal and external responses develop the plot

- Infers character feelings or thoughts
- Determines details that support central idea in literary text
- Understands how point of view differs among characters
- Identifies details that support narrator's viewpoint in literary text
- Determines details that support an inference in literary text
- Determines details that reveal characters' thoughts, feelings, or actions
- Determines details that support an inference in literary nonfiction

## 6.7.C: analyze plot elements, including rising action, climax, falling action, resolution, and nonlinear elements such as flashback

- Identifies climax in literary text
- Makes predictions from literary nonfiction
- Makes inferences about plot in literary text

## 6.7.D: analyze how the setting, including historical and cultural settings, influences character and plot development.

- Analyzes how setting affects characters

## 6.8.B: analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms

- Analyzes how the organization or form of a poem affects its meaning

## 6.8.C: analyze how playwrights develop characters through dialogue and staging

- Analyzes dialogue to understand characters
- Analyzes use of stage directions

221-230

Overall RIT: 222  
Lexile Range: 1015-1165L  
Goal Range: 223-235

Overall RIT: 230  
Lexile Range: 1170-1320L  
Goal Range: 220-232

Overall RIT: 231  
Lexile Range: 1185-1335L  
Goal Range: 223-235

# What can I learn from my MAP scores?

- ✓ What are my strengths?
- ✓ Where are my areas for growth?
- ✓ What do I need to do to improve in my area for growth?
- ✓ How do my actions NOW affect my future?
- ✓ What can I do to make sure that I grow as much as I need to before the end of this year?



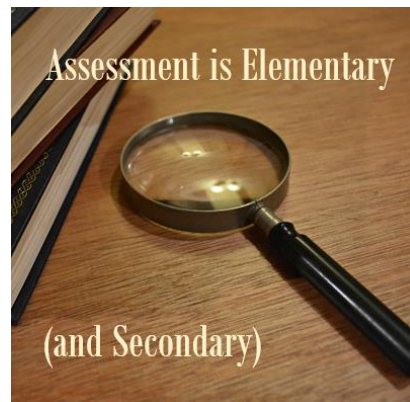
# Reflection



# Questions?



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