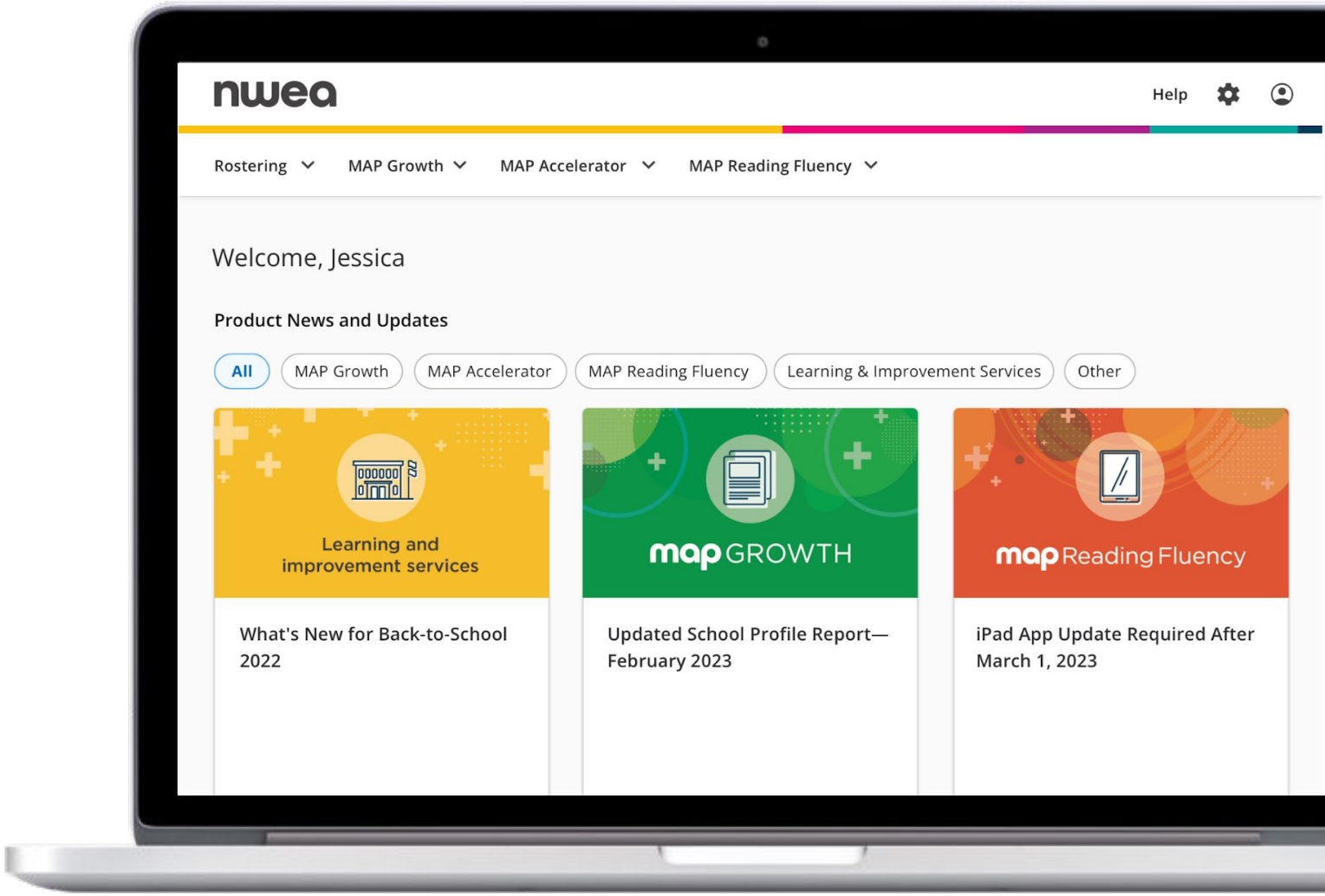
What’s New from NWEA

Back-to-School 2023

Back to School 2023 – The big stories

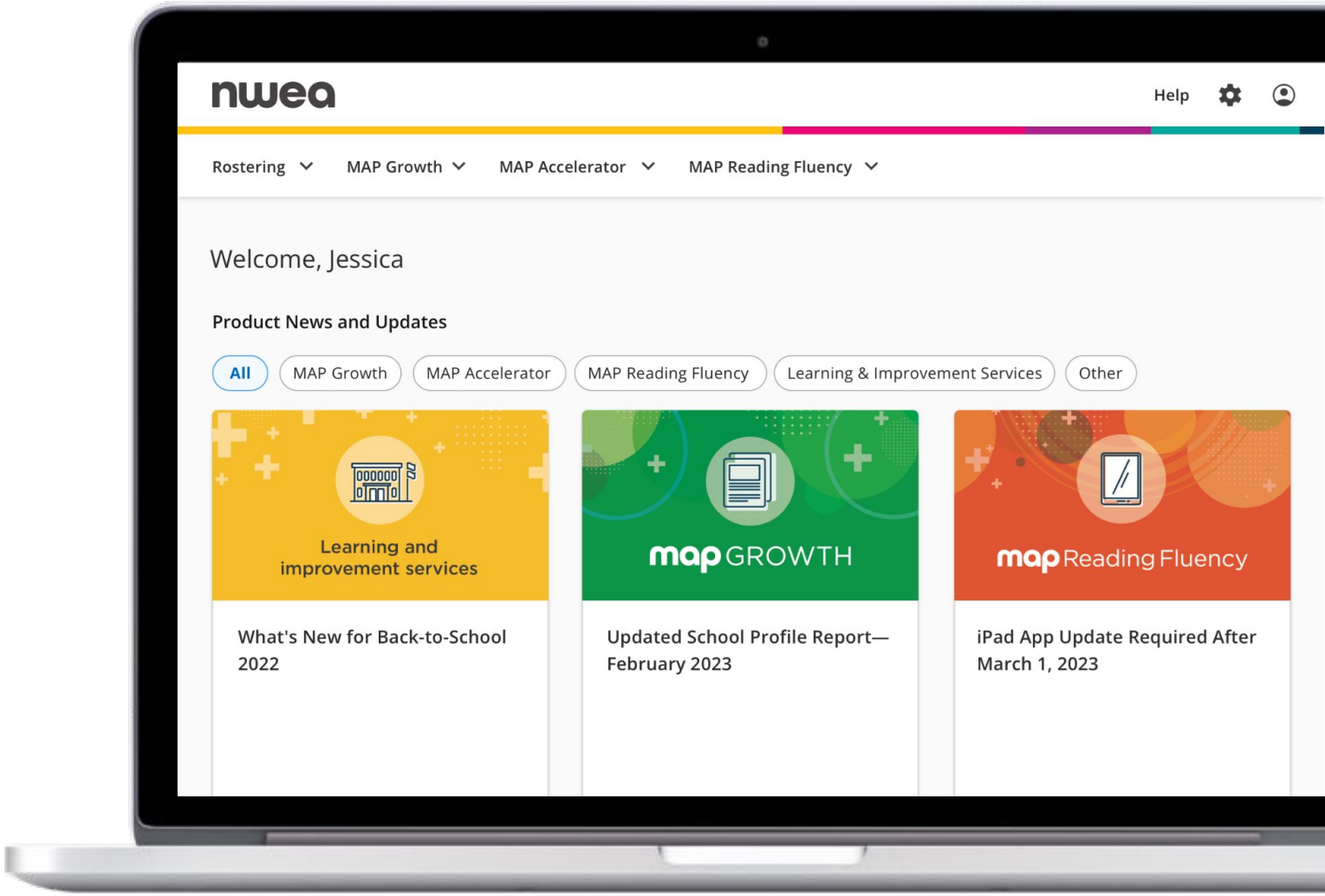
NWEA start page

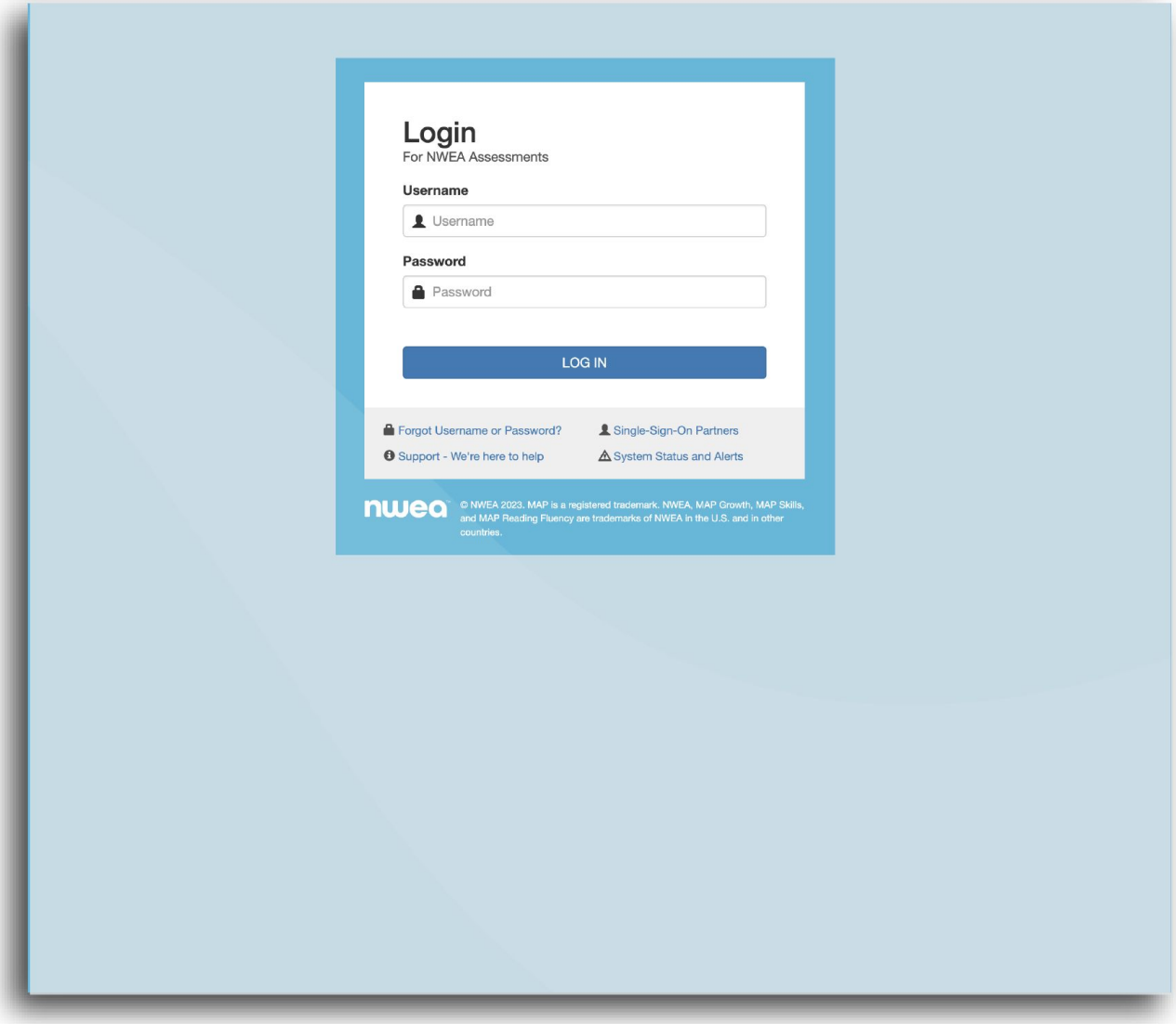
Introducing a new modernized start page experience for educators



NWEA start page

- New and improved educator experience
  - Improved delivery of timely and important product news and updates
  - More intuitive navigation
  - Easier access to our growing portfolio of products including streamlined navigation to MAP Reading Fluency and MAP Accelerator products and key resources
  - Quicker access to valuable product features (e.g., Manage Data Partners, rostering and more)





Access the educator login in at https://teach.mapnwea.org

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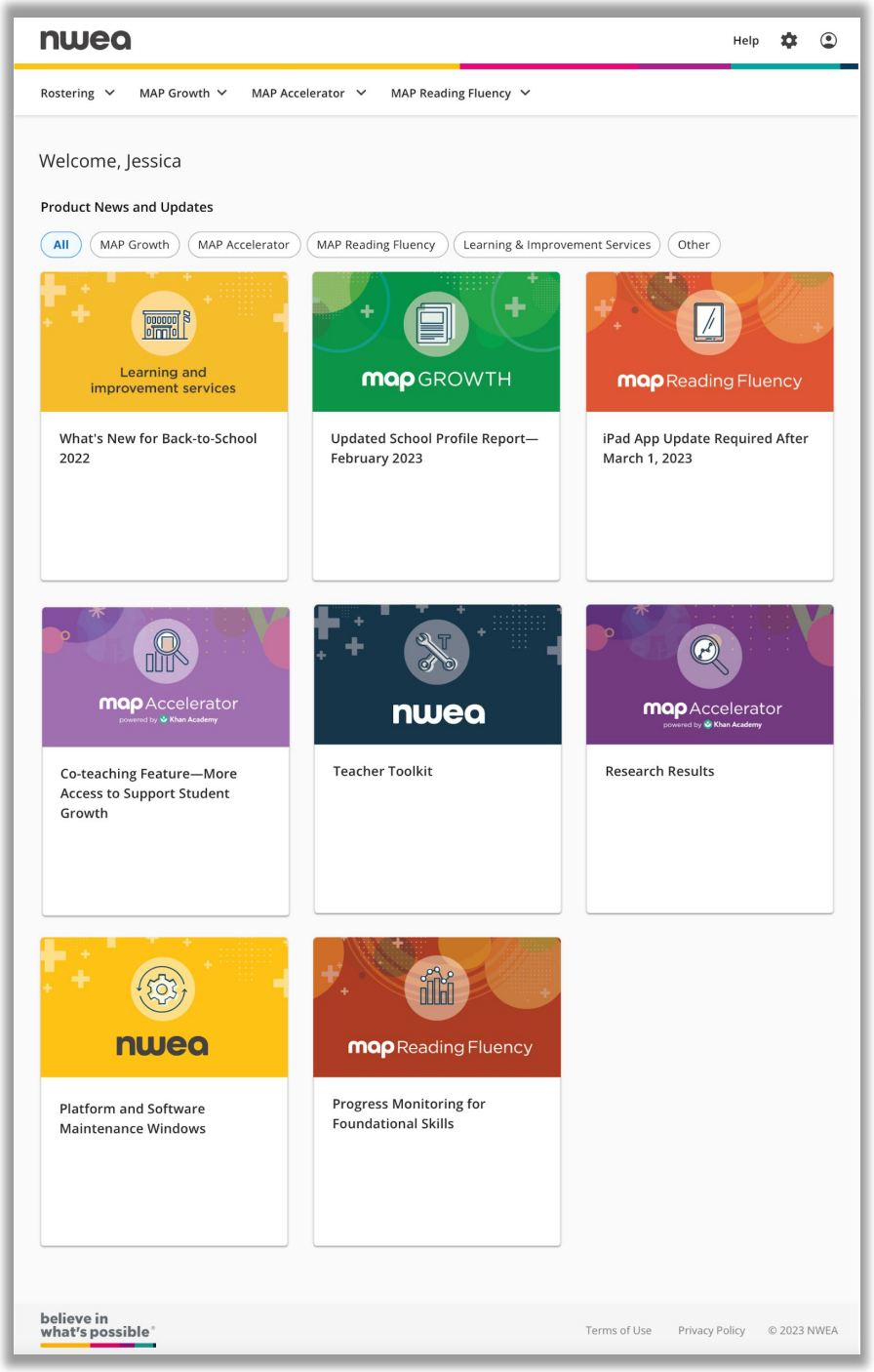

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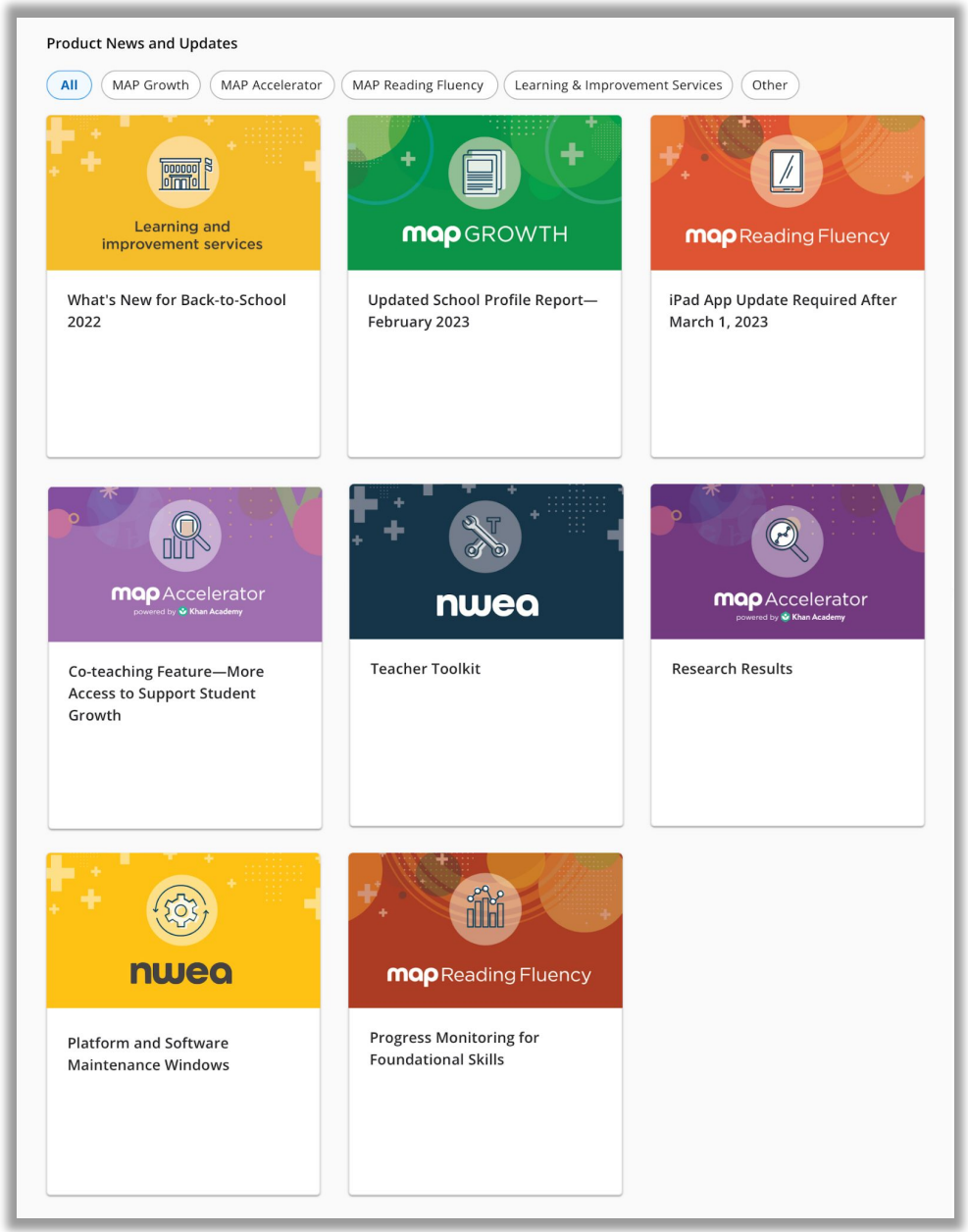
** Mockup images only - subject to change



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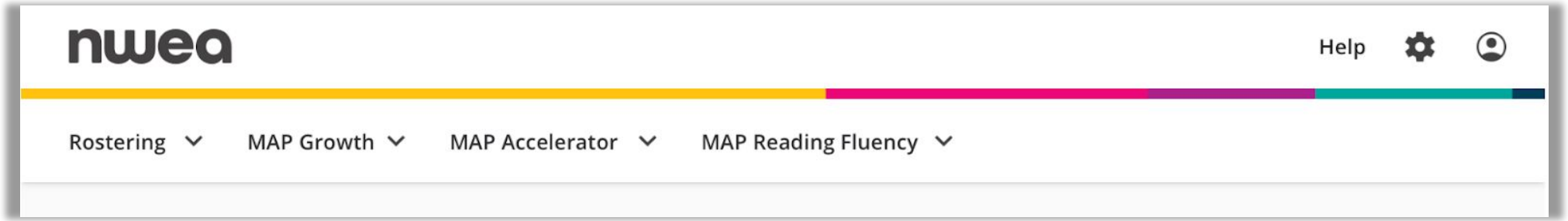

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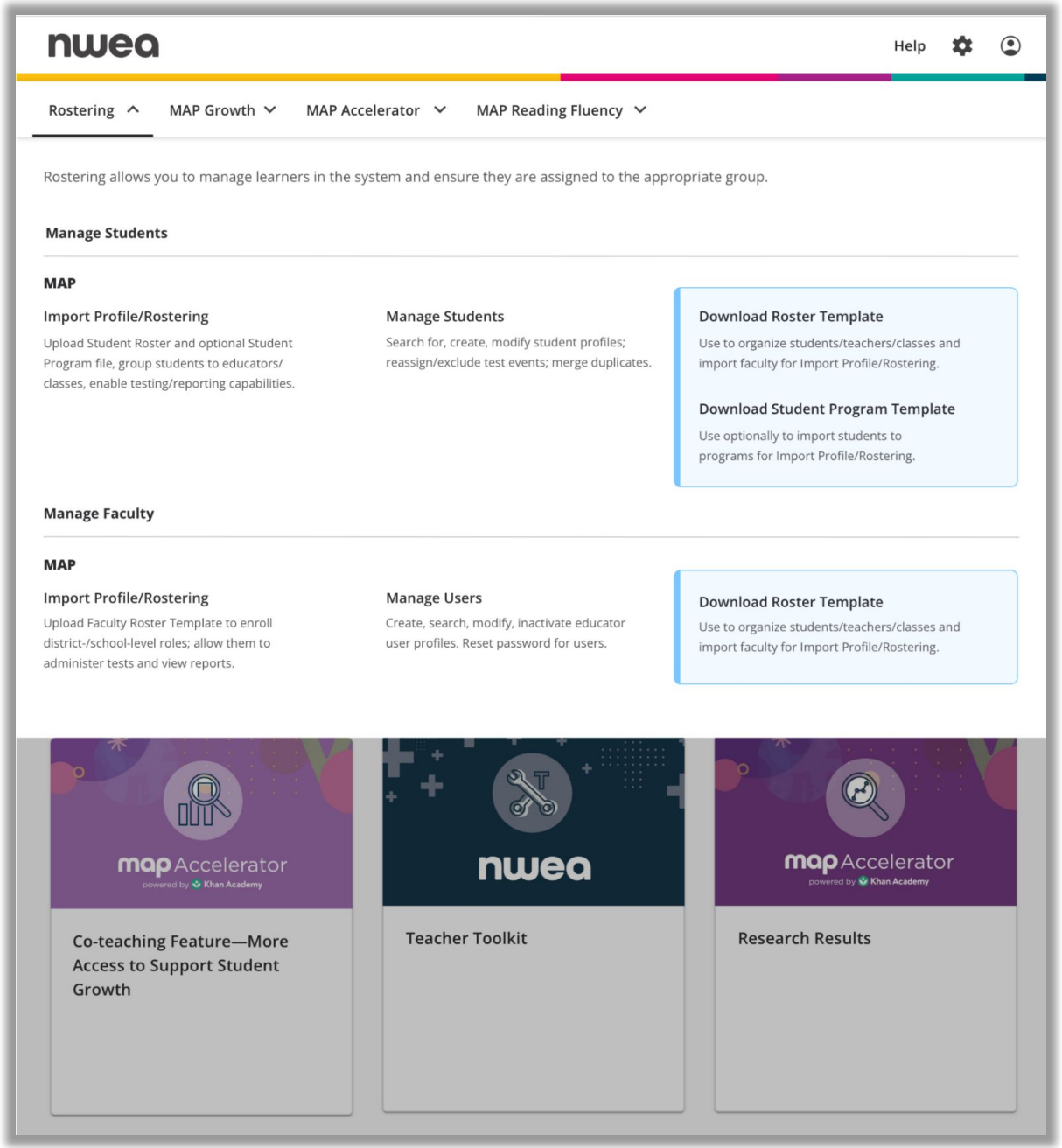

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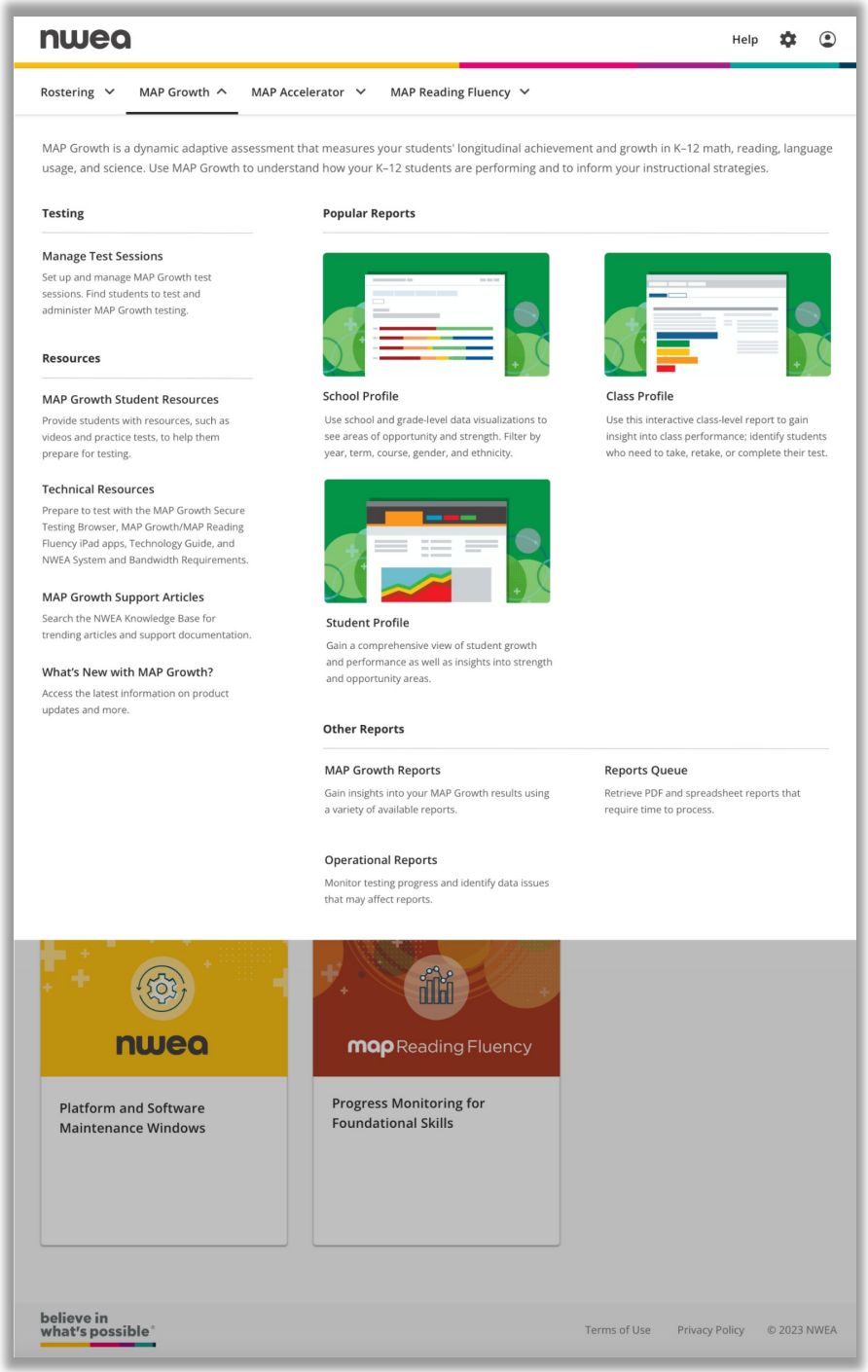

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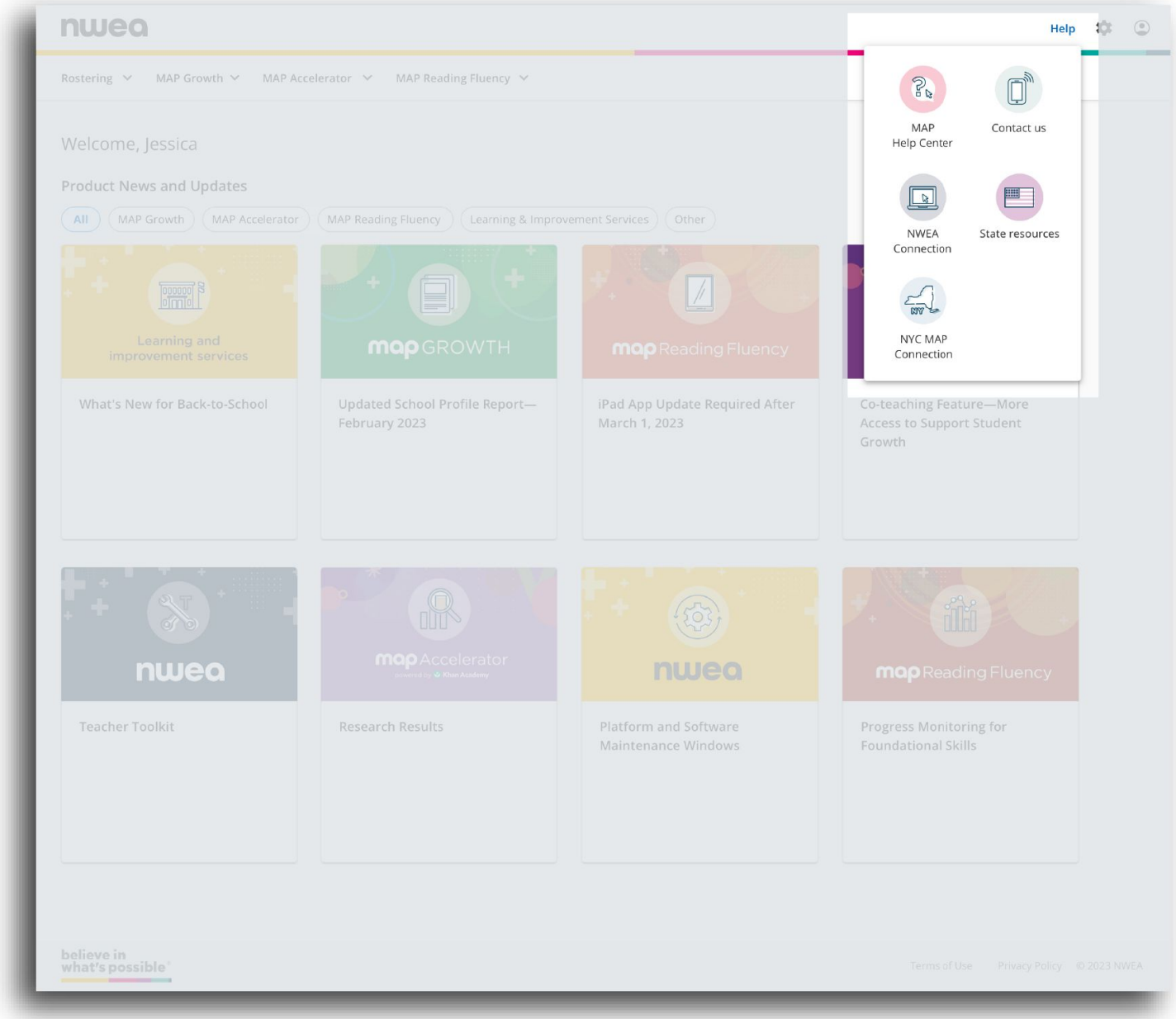

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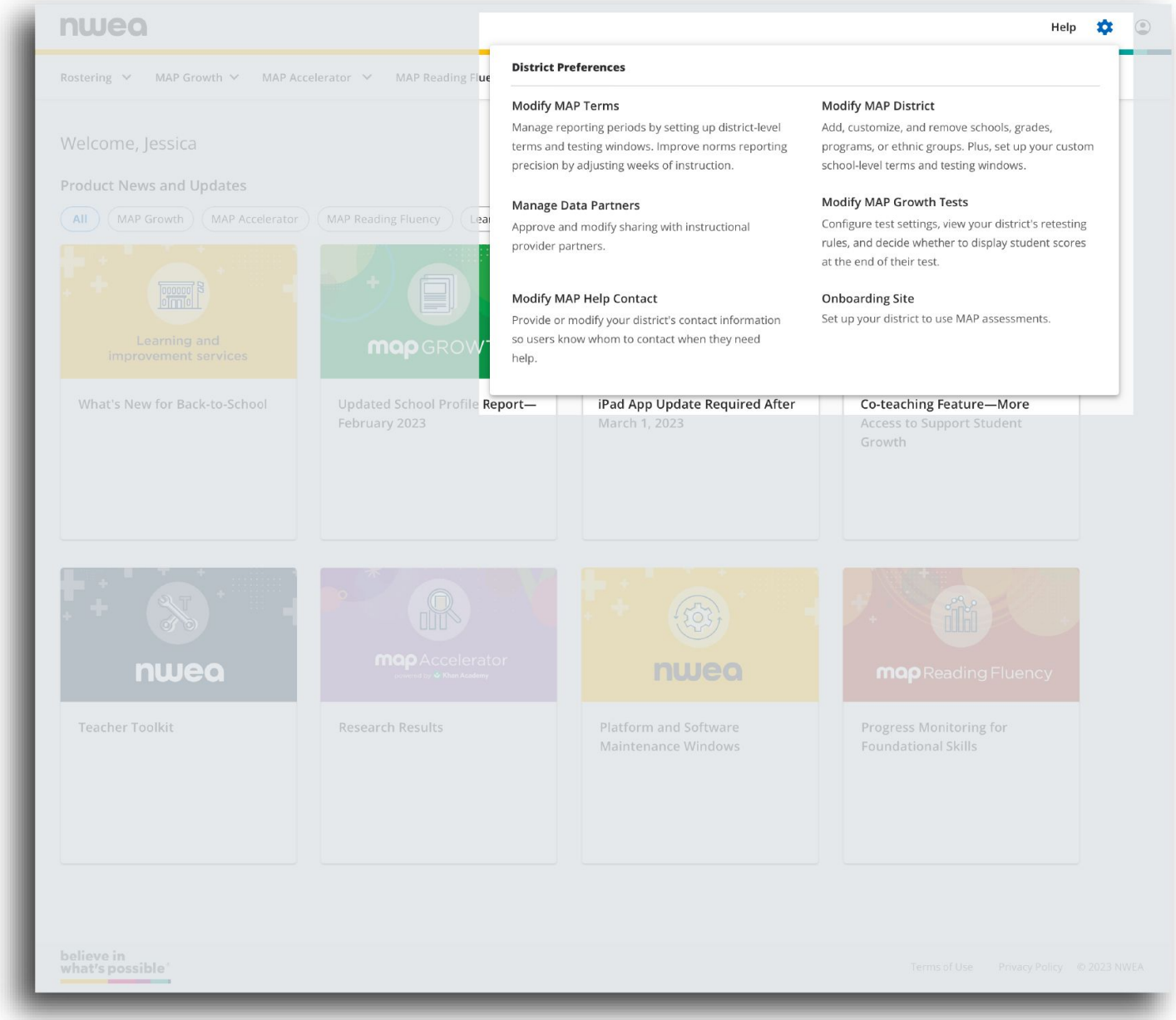

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Minimum Tech Requirements – 2023/24

- Minimum tech requirements are being updated for the 2023/24 academic year. Effective July 2023
- First communication of these to partners was in the January 2023 Partner Update email

Browser Minimum Requirements for MAP Reading Fluency

Browser	Version
Google Chrome	106
Microsoft Edge	106

Device Minimum Requirement for MAP Reading Fluency

Device	Version
iPad	iOS15

Device Minimum Requirements for MAP Growth

Device	Version
PC	Windows® 10
Mac®	macOS® 11
Chromebook™	Chrome OS™ 106
iPad®	iOS15

Secure Testing Browser/App for MAP Growth

Device	Version
PC	Min version: 5.4.356.0
Mac®	Min version: 5.5.2.3
Chromebook™	Min version: 4.0.0
iPad®	3.4 (No app update this year)

Browser Minimum Requirements for MAP Growth

Browser	Version
Google Chrome™	106
Safari®	16
Mozilla® Firefox®	106
Microsoft Edge®	106

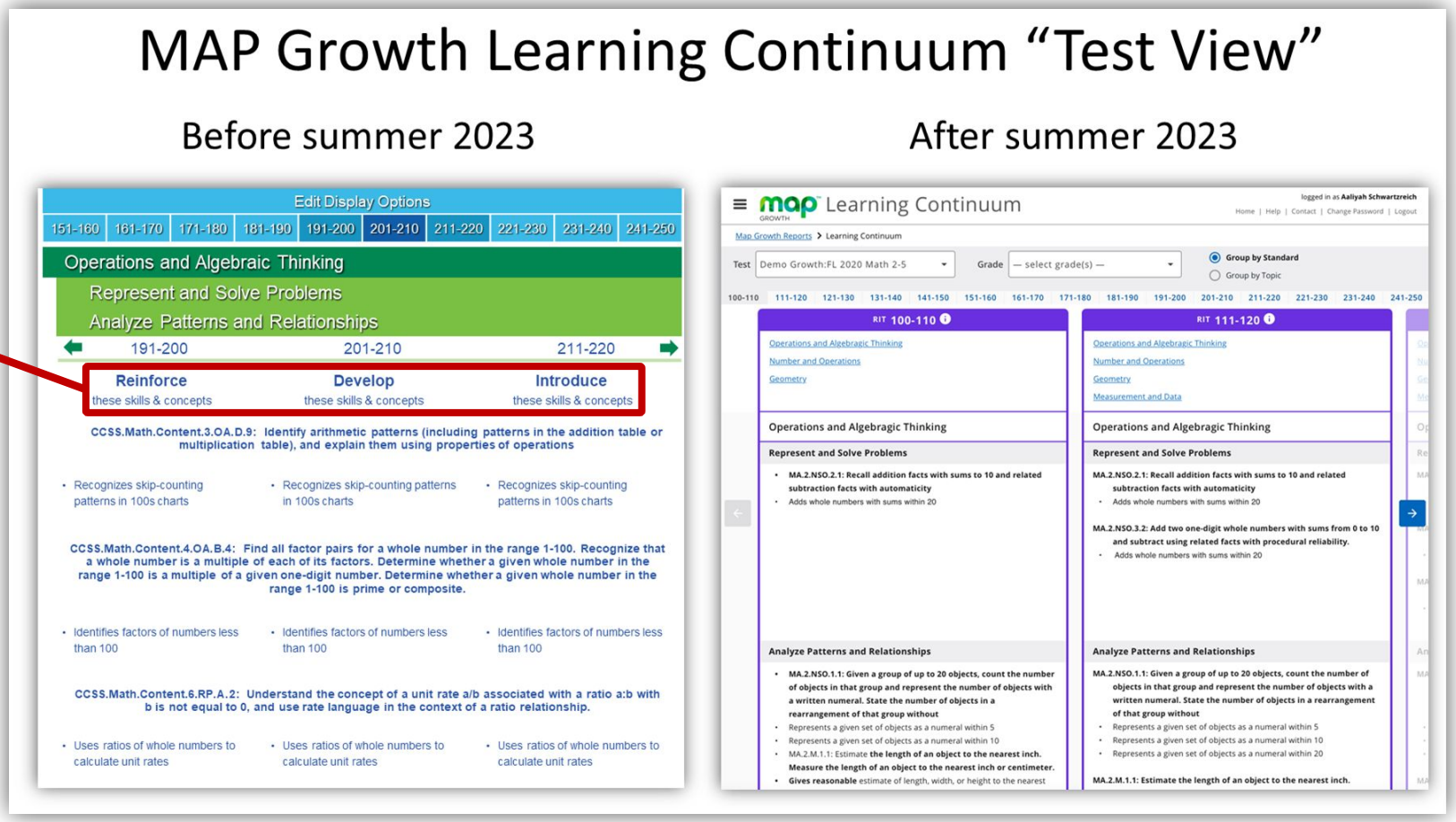
Screen Reader Support for MAP Growth

Screen reader	Versions
JAWS®	2023 and 2022

Learning Continuum Update

Overview:

- The Learning Continuum is getting a facelift to create a better user experience
- All prescriptive language (Reinforce, Develop, Introduce) is being removed from the LC
- The Class View is being removed so that we can help educators understand they shouldn't use the Learning Continuum as a "ready to learn" checklist
- **Old messaging:**
  - "Shows you what students are ready to learn"
- **New messaging**
  - "Content explorer for what is in/on the MAP Growth test"



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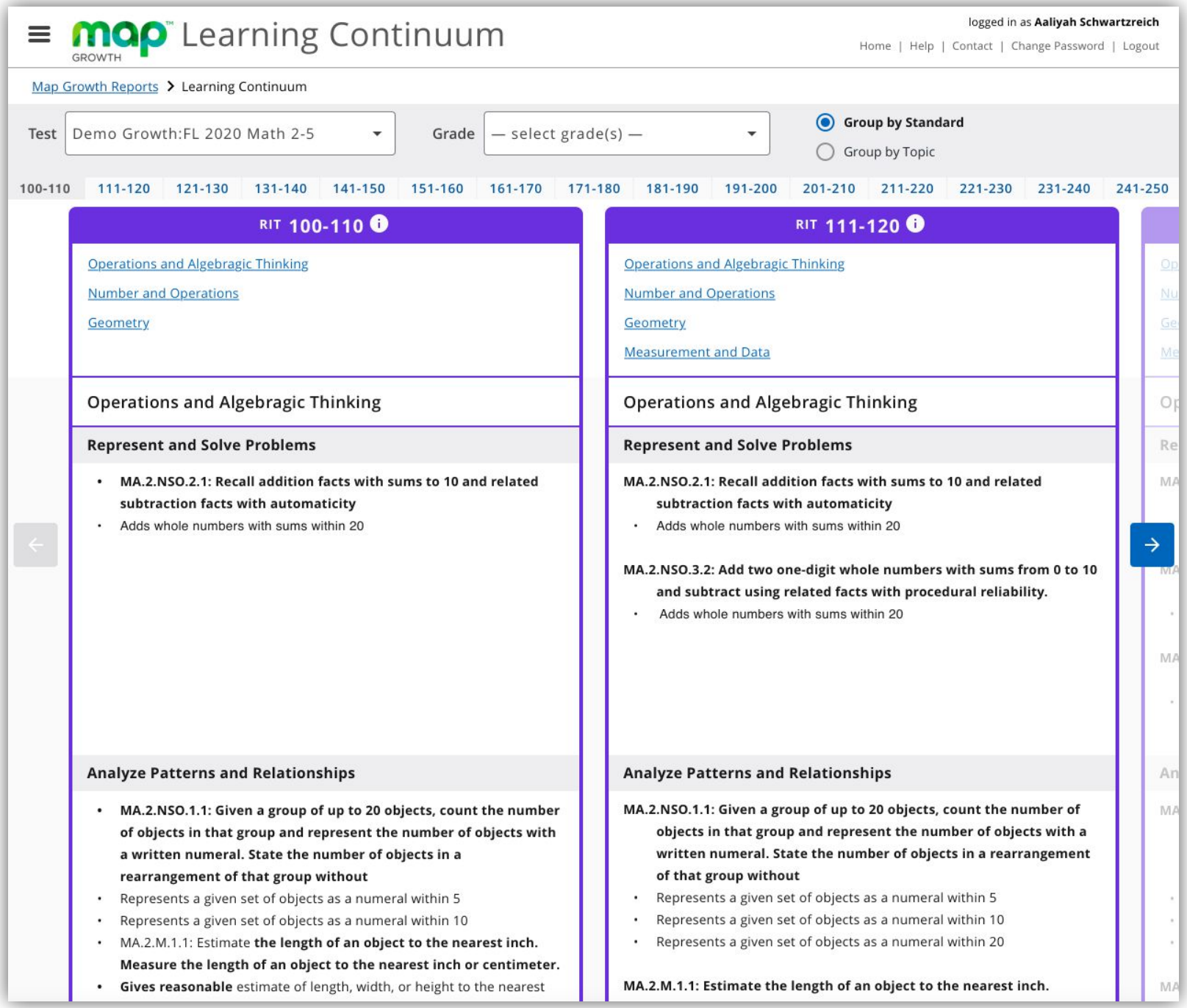
Learning Continuum

(after summer 2023)



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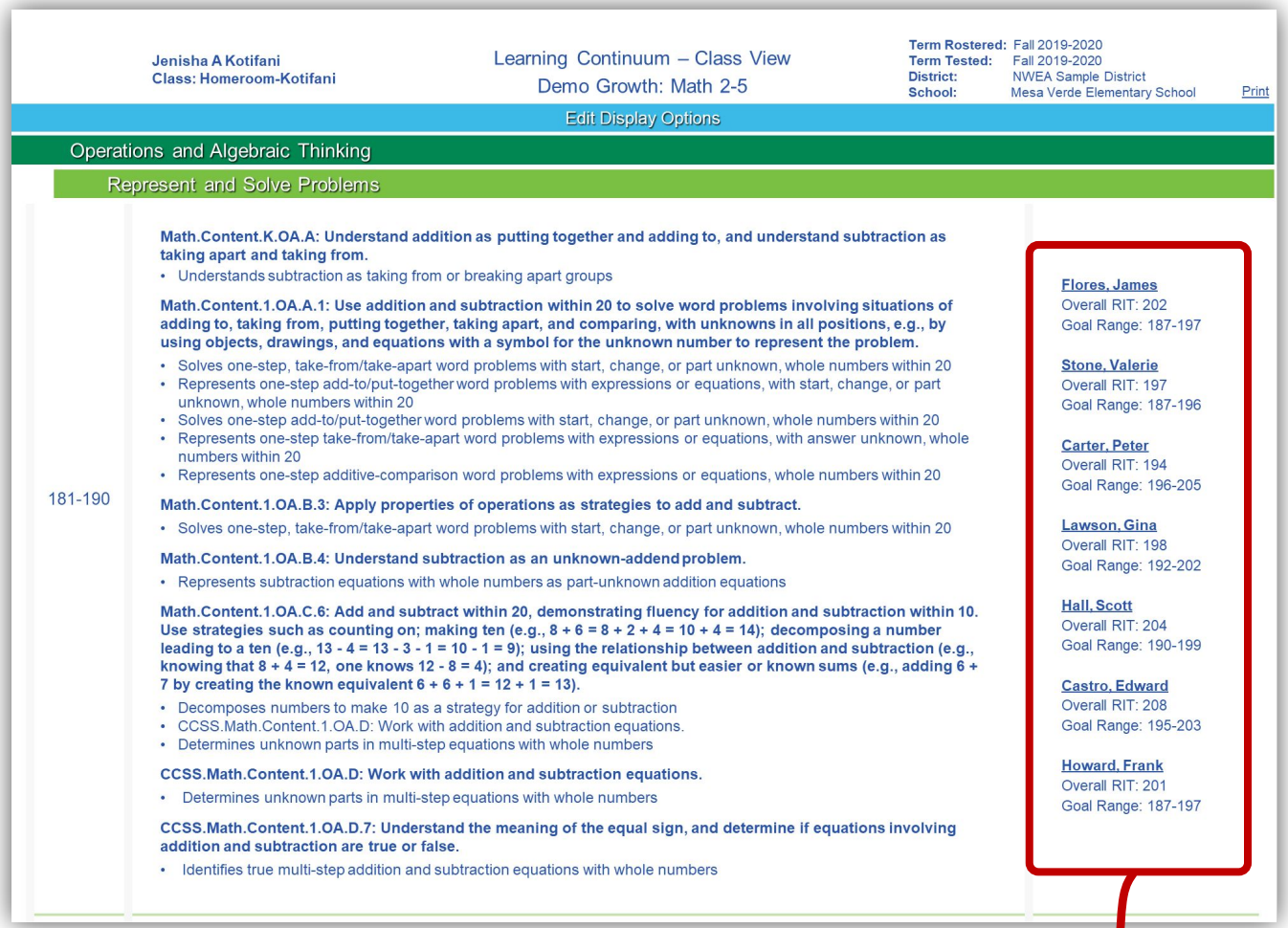
Learning Continuum Update – Class View Removal

Before summer 2023



Jenisha A Kotifani
Class: Homeroom-Kotifani

Learning Continuum – Class View
Demo Growth: Math 2-5

Term Rostered: Fall 2019-2020
Term Tested: Fall 2019-2020
District: NWEA Sample District
School: Mesa Verde Elementary School

Print

Edit Display Options

Operations and Algebraic Thinking

Represent and Solve Problems

181-190

Math.Content.K.OA.A: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- Understands subtraction as taking from or breaking apart groups

Math.Content.1.OA.A.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

- Solves one-step, take-from/take-apart word problems with start, change, or part unknown, whole numbers within 20
- Represents one-step add-to/put-together word problems with expressions or equations, with start, change, or part unknown, whole numbers within 20
- Solves one-step add-to/put-together word problems with start, change, or part unknown, whole numbers within 20
- Represents one-step take-from/take-apart word problems with expressions or equations, with answer unknown, whole numbers within 20
- Represents one-step additive-comparison word problems with expressions or equations, whole numbers within 20

Math.Content.1.OA.B.3: Apply properties of operations as strategies to add and subtract.

- Solves one-step, take-from/take-apart word problems with start, change, or part unknown, whole numbers within 20

Math.Content.1.OA.B.4: Understand subtraction as an unknown-addend problem.

- Represents subtraction equations with whole numbers as part-unknown addition equations

Math.Content.1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

- Decomposes numbers to make 10 as a strategy for addition or subtraction
- CCSS.Math.Content.1.OA.D: Work with addition and subtraction equations.
- Determines unknown parts in multi-step equations with whole numbers

CCSS.Math.Content.1.OA.D: Work with addition and subtraction equations.

- Determines unknown parts in multi-step equations with whole numbers

CCSS.Math.Content.1.OA.D.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

- Identifies true multi-step addition and subtraction equations with whole numbers

Flores, James
Overall RIT: 202
Goal Range: 187-197

Stone, Valerie
Overall RIT: 197
Goal Range: 187-196

Carter, Peter
Overall RIT: 194
Goal Range: 196-205

Lawson, Gina
Overall RIT: 198
Goal Range: 192-202

Hall, Scott
Overall RIT: 204
Goal Range: 190-199

Castro, Edward
Overall RIT: 208
Goal Range: 195-203

Howard, Frank
Overall RIT: 201
Goal Range: 187-197

Removing the view that places student names next to learning statements helps prevent "ready to learn" confusion

After summer 2023

The class view of the Learning Continuum was retired in summer 2023

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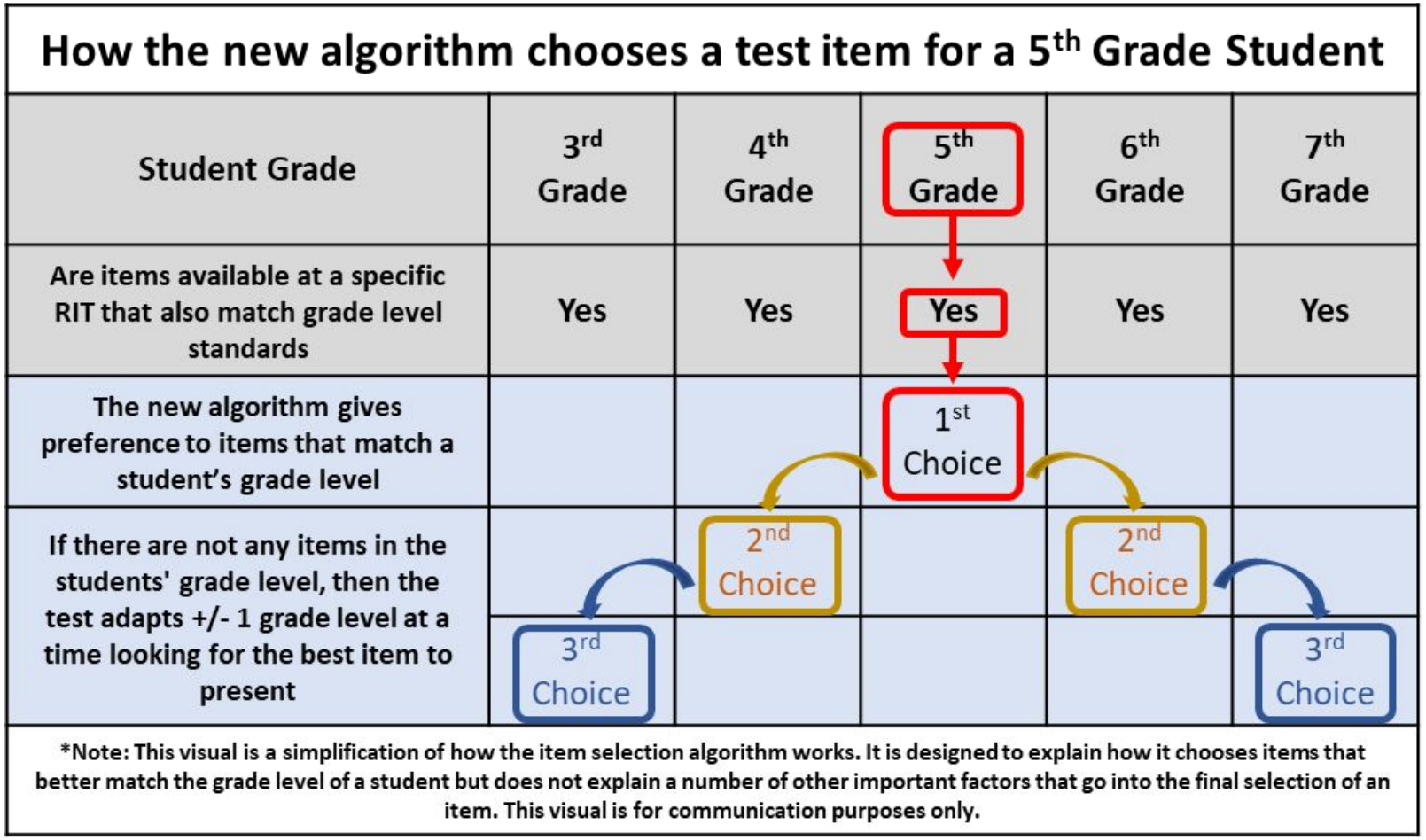
Enhanced Item Selection Algorithm

Background:

- Partners have been asking NWEA for years to help them better understand how students are performing on grade level content

Overview:

- NWEA has created a new item selection algorithm that shows preference for grade level content
- Also included is a way for tests to show preference to certain instructional areas to better provide a balance of items that match content in the core curriculum



Enhanced Item Selection Algorithm

Project Goals:

- Better aligns MAP Growth to equitable assessment practices
- Continue NWEA's commitment to leading the market in validity and reliability of test data
- Better reflect student instruction and strengthen our connections to Instructional Content Providers and MAP Accelerator
- Improve the test taking experience for students and to increase student engagement with the test