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Informing Instruction

Informing Instruction

Dive deeper into classroom applications of MAP® Growth™ reports and the Learning Continuum. Support differentiated instruction and meet the needs of every student through flexible groupings and responsive instructional planning using your MAP Growth results. Tailor your learning even further with learning centers focused on topics such as using formative assessment and integrating Khan Academy® resources.

Table of Contents

Resources

The URLs below are case sensitive.

Informing Instruction Padlet®
padlet.com/nweaPL/MG_II

MAP Reports Site
teach.mapnwea.org

NWEA® Professional Learning Online
prolearning.nwea.org

Normative Data
nwea.us/2020NormData

Comparative Data
nwea.us/2020CompData

MAP Growth Teacher Toolkit
nwea.us/Portfolio

NWEA Instructional Areas
nwea.us/TeacherToolkit

Teach. Learn. Grow. blog
nwea.org/blog

NWEA
nwea.org

How Does MAP Growth Support Differentiation?

Differentiation is . . .	Differentiation is not . . .

Current practice:

Implications:

Strategy Tracker

Strategy	Notes	Differentiated instruction?	Formative assessment?

How Do I Plan for Responsive Instruction?

Responsive Planning for Instruction Template

Engaging in planning with the end in mind is a best practice for ensuring alignment and providing all students access to rigorous core instruction. Instructional planning reflects the complexity of the standards and content you're trying to teach, and MAP Growth data supports student instructional access.

Step 1: *Identify* the desired learning outcome

STANDARD(S)

LEARNING TARGET(S)	SUCCESS CRITERIA

Step 2: *Determine evidence* of learning

ASSESSMENT

Step 3.a: *Plan instruction* at grade-level standards

PLAN Related instructional area:

Step 3.b: *Analyze* the data (MAP Growth and other sources)

MAP GROWTH DATA—THE LEARNING CONTINUUM	
Evaluate scaffolding needs Student names:	Evaluate enrichment needs Student names:

OTHER DATA SOURCES

Step 3.c: *Respond* to individual student needs (the whole child—academic, social, emotional)

RESPONSIVE ADJUSTMENT TO PLAN

Step 4: *Teach the lesson(s);* respond and adjust in real time with formative data, then reflect on and track adjustments in your own materials for future planning

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Responsive Planning Considerations

Instructional considerations

**English language arts
and content area reading**

1. Ensure selected text meets grade-level expectations
2. Dig into the text and attend to complexity
3. Create focusing questions and writing tasks
4. Craft text-dependent questions that align to standards

Math

1. Attend to coherence to determine how the standards you're teaching tie into previous and future learning
2. Identify the aspects of rigor of the targeted standards
3. Design lessons and tasks that reflect the rigor and mathematical practices of the selected standards

Other data considerations

**English language arts
and content area reading**

Attend to what else you may know or need to find out about a student's underlying needs

+ Decoding, language comprehension, fluency, and reading comprehension
+ Knowledge of the topic
+ Vocabulary

Math

Attend to what else you may know or need to find out about a student's underlying needs

+ Prerequisite skills and understandings in the identified content progression
+ Supporting skills and understandings from other content progressions

Responsive adjustment considerations

English language arts, content area reading, and math

- **Progression:** What standards and skills come before or after the standard I'm teaching? Consider inside the grade level, outside the grade level, and related instructional goal areas.
- **Coherence and clarity:** How might I scaffold or enrich? What strategies, activities, or processes make sense for constructing a coherent bridge between the content (texts, tasks, standards) in the plan and related standards and skills for scaffolding (those that come before) or enrichment (those that come after)?
- **Pacing:** When does it make sense in the sequence of what I'm teaching to provide the scaffold or enrichment?
- **Social-emotional:** What opportunities exist in the unit plan to make connections to the core competencies (e.g., self-awareness, self-management, social awareness, relationship skills, responsible decision-making) for social-emotional learning (SEL)?

![NWEA logo] ![MAP GROWTH logo]

Analyze MAP Growth Data: Learning Continuum Test View

1. Access the Class Breakdown by Goal report

- Log in at **teach.mapnwea.org**

- Go to **View Reports** > **MAP Growth Reports** > **Class Breakdown by RIT, Goal, or Projected Proficiency**

- Apply filters for **Term Rostered**, **School**, **Instructor**, and **Class**

- Under Report Options, select **by Goal**; apply a filter for **Subject**; click **Create PDF Report**

  - Consider printing this report to use it more easily in conjunction with the Learning Continuum

- Choose an instructional goal area related to a grade-level standard for an upcoming lesson plan

- Identify the RIT band ranges students are in

2. Access the Learning Continuum

- Return to **View Reports** > **MAP Growth Reports** > **Learning Continuum**

- Scroll down the page to Test View; click the test name corresponding to the test listed on the Class Breakdown by Goal report

- Click a blue RIT band range identified in the previous step

- Click a light green sub-instructional area underneath the previously selected dark green instructional area

- Click **Edit Display Options** > **Group by Standard**; check the desired grade level and click **Close**

3. Identify RIT bands for potential scaffolding, readiness, and enrichment needs.

Learning statements indicate the conceptual difficulty of items associated with the identified RIT range:

- The *presence* of learning statements indicates that the standard is likely in the student's zone of proximal development, signaling instructional readiness for planned instruction

- The *absence* of learning statements indicates that the standard is likely above or below the student's zone of proximal development, signaling a need to confirm scaffolding or enrichment needs and make necessary adjustments to the planned instruction

Other Data Sources

Consider multiple data sources to confirm the scaffolding or enrichment needs—for example, classroom formative data, teacher anecdotal data, curricular assessments, historical interim data, and other diagnostics.

What Resources Are Available to Support Instructional Planning?

Learning Centers, Round 1

01 MAP Growth to Khan Academy

This math-focused resource correlates MAP Growth instructional areas and RIT ranges to Khan Academy exercises.

Go to the MAP Growth to Khan Academy learning center (**nwea.us/round101**).

02 *Lexile*® Framework for Reading

Quantitative data offer valuable information to support students at various readiness levels. Use online book lists to create tiered lessons by means of Lexile measures.

Go to the Lexile Framework learning center (**nwea.us/round102**).

03 Text Complexity

To be college and career ready, students need to engage effectively with a variety of complex texts. Use the NWEA Qualitative Rubric to evaluate text complexity.

Go to the Informing Instruction course in Professional Learning Online (**nwea.us/iicourse**).

04 Instructional Strategies

Explore a variety of instructional strategies to monitor progress and increase student motivation and collaboration.

Go to the Instructional Strategies learning center (**nwea.us/round104**).

How Do I Plan to Support the Various Readiness Levels of My Students?

Learning Centers, Round 2

01 Flexible Grouping in Differentiated Instruction

Through video interviews, teachers discuss how they use MAP Growth data to flexibly group students to differentiate instruction.

Go to the Flexible Grouping learning center. (**nwea.us/round201**).

02 Writing Quality Learning Targets

Study the characteristics of quality learning targets. Then, practice writing learning targets to support more focused instructional planning.

Go to the Informing Instruction course in Professional Learning Online (**nwea.us/iicourse**).

03 Formative Assessment in a Differentiated Classroom

Investigate scenarios highlighting evidence gathered from formative assessment to inform focused and ongoing differentiation.

Go to the Formative Assessment learning center. (**nwea.us/round203**).

04 Responsive Planning for Instruction Template, continued

Spend more time working on your Responsive Planning for Instruction Template (**nwea.us/PlanningTemplate**).

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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 (vs. mastery)

+ 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 that can help inform teacher planning for scaffolding and enrichment

ADD YOUR OWN
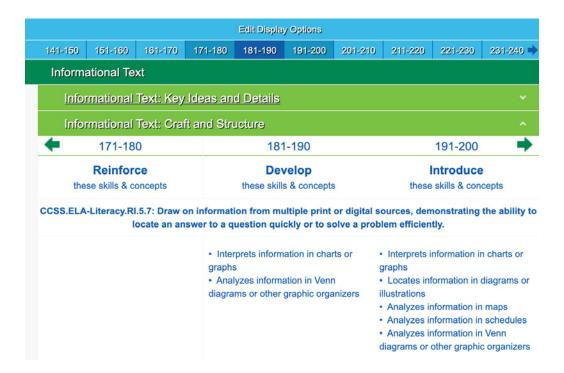
NOTES

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How Does MAP Growth Data Support Instruction?

Understanding the Learning Continuum

The NWEA Learning Continuum lets teachers see what skills and concepts students are typically ready to learn based on their RIT scores from the MAP Growth assessments. It offers learning statements that teachers can use to help inform their planning for whole-group, small-group, and individual instruction.

Before opening the Learning Continuum, consider a **standard or topic** you'll soon teach. Open the sub-topic band related to the standard or topic. Below the chosen standard or topic, look for learning statements related to the instructional focus for your lesson or unit.

To view a more focused list of learning statements, use the Display Options to **group by standard** and select your **grade level** as a starting place.

A range that does not have learning statements provides an opportunity for the teacher to **use classroom data** and formative assessment to determine what the students in that range are ready to learn.

The RIT range in which a student's score falls represents the types of **skills and concepts they were getting correct about 50% of the time** on the assessment. These are the skills and concepts the student is likely ready to learn.

Not every skill and concept within a standard is included on the Learning Continuum; **it represents the skills assessed on the MAP Growth assessments**.

Repeated statements often indicate that the **same skill is being used in increasingly difficult contexts**, such as text complexity in reading and the progression from easier to more difficult numbers in math.

Normative Data Charts

2020 Reading Student Achievement Norms

Grade	Fall Mean	Fall SD	Winter Mean	Winter SD	Spring Mean	Spring 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

Grade	Fall Mean	Fall SD	Winter Mean	Winter SD	Spring Mean	Spring 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

Grade	Fall Mean	Fall SD	Winter Mean	Winter SD	Spring Mean	Spring 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

Grade	Fall Mean	Fall SD	Winter Mean	Winter SD	Spring Mean	Spring 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).

Explore the full NWEA Normative Data document.
nwea.us/2020NormData

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