NWEA.
Northwest Evaluation Association

Early Literacy: Supporting All Children's Progress Toward Literacy Proficiency

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Agenda

- Who is NWEA?
- Our Data
- Early Learning Products
- Our Instructional Resources

NWEA: Partnering to help all kids learn

- Started in 1977 as the research department for Portland and Seattle Public Schools.

- Achievement Levels Test

- Pioneers in Computer Adaptive Testing

- Currently serving over 7,400 schools, districts, and educational agencies around the world

- Over 8 million student assessments per year

- Mission driven Not-For-Profit

- Depending on who you ask:
  - Educational assessment company
  - Educational research/policy center
  - Software development company
  - Professional development company

Early Learning Considerations

- Engagement – Technology enhanced items
- Audio is necessary to assess certain skills (e.g., phonological awareness, listening comprehension)
- Precursor skills not explicitly stated in the CCSS are included because we know teachers are still teaching them. Examples:
  - Math: Identifying and counting coins, Measurement Tools
  - Reading: Synonyms, Fact and Opinion
- Item design intended to match the types of instruction occurring in the classroom

Early Learning Product Suite

- Screening Tests
- Skills Checklist
- MAP for Primary Grades (MPG)
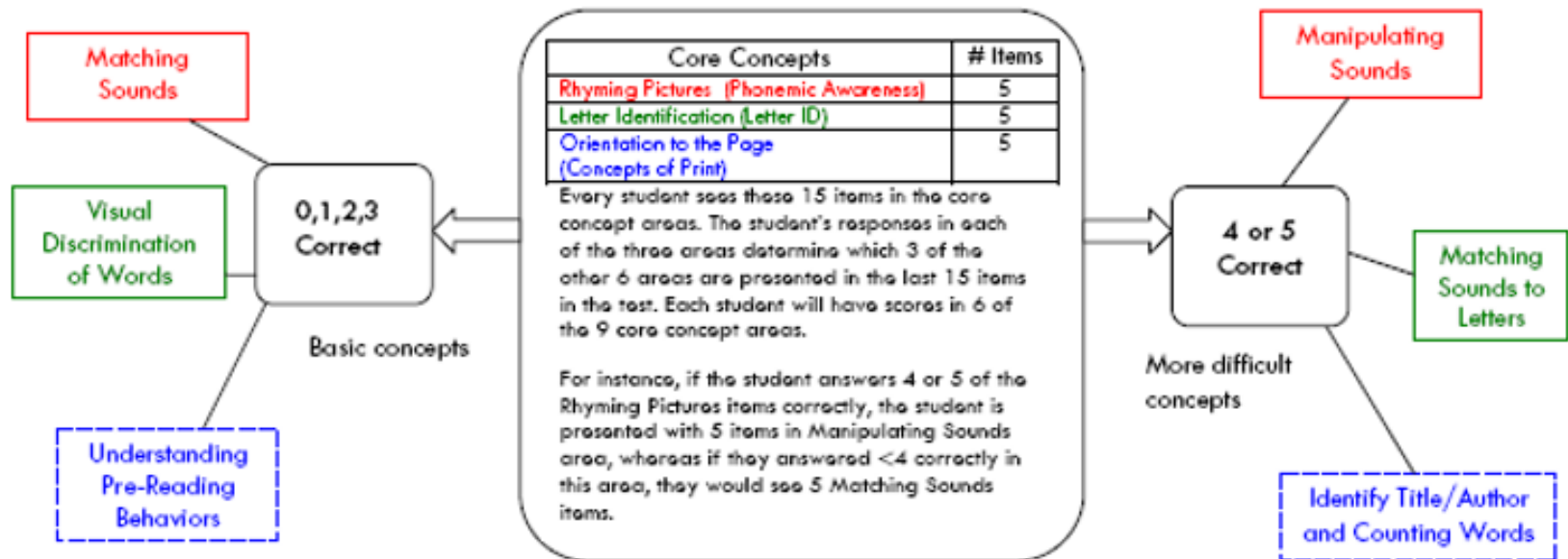- Children's Progress Academic Assessment (CPAA)

- Structure of the tests – semi adaptive
  - Early Literacy
    - Phonological awareness, letter identification, matching letters to sounds, concepts of print
  - Early Numeracy
    - Counting, matching and identifying numerals, computations with manipulatives
- Purpose
  - To get baseline information about prekindergarten and kindergarten students' foundational academic skills and knowledge

MPG Assessments-Screening Tests

– Data teachers receive

- Reports broken down by skill
- Scores in percent correct

– Teachers use the data to…

- Determine areas where instruction might be needed
- Determine which skills checklist test to give

– Frequency

- Can be administered outside of a test window (unlike Survey with Goals), so teachers can give them whenever it is instructionally useful
- Tests are fixed form so be mindful of this for multiple administrations

Early Literacy Screening - Test Functionality

Matching Sounds

Visual Discrimination of Words

Understanding Pre-Reading Behaviors

Basic concepts

0,1,2,3 Correct

Core Concepts	# Items
Rhyming Pictures (Phonemic Awareness)	5
Letter Identification (Letter ID)	5
Orientation to the Page (Concepts of Print)	5

Every student sees these 15 items in the core concept areas. The student's responses in each of the three areas determine which 3 of the other 6 areas are presented in the last 15 items in the test. Each student will have scores in 6 of the 9 core concept areas.

For instance, if the student answers 4 or 5 of the Rhyming Pictures items correctly, the student is presented with 5 items in Manipulating Sounds area, whereas if they answered <4 correctly in this area, they would see 5 Matching Sounds items.

4 or 5 Correct

More difficult concepts

Manipulating Sounds

Matching Sounds to Letters

Identify Title/Author and Counting Words

Screening Reports

MAP® for Primary Grades: Class Report
Screening: Reading Early Literacy

MAP for Primary Grades Class Report

Sloan, Sue
Class 01

District:	NWEA Sample District 3
School:	St. Helens Elementary School
Date Range:	Dec. 19, 2013 – Dec. 18, 2014

Overall Score: 1 | 2 | 1

Skills/Sub-skills	Scores	Total # of Students
Phonological Awareness	3 | 1	4
Matching Sounds	3 | 1	4
Rhyming Sounds	1 | 2 | 1	4
Manipulating Sounds	1 | 3	4
Visual Discrimination/Phonics	1 | 2 | 1	4
Visual Discrimination	1 | 1 | 2	4
Letter Identification	2 | 2	4
Matching Letters to Sounds	1 | 1 | 2	4
Concepts of Print	2 | 1 | 1	4
Concepts of Print – Pre-K	1 | 1 | 2	4
Concepts of Print – Beginning K	2 | 2	4
Concepts of Print – K-1	2 | 2	4

- **Low: 0% to 40%**
- **Medium: >40% to <80%**
- **High: 80% to 100%**
- **N/A: Sub-skill not evaluated**
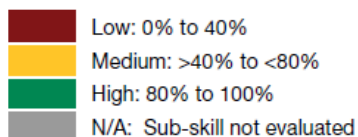
Screening Report

MAP® for Primary Grades: Student Report
Screening: Reading Early Literacy

MAP for Primary Grades Student Report

Lambert, Bret
Student ID: 838838

District:	NWEA Sample District 3
School:	St. Helens Elementary School
Teacher:	Sloan, Sue
Class:	Class 01
Date Range:	Nov 15, 2013 to Nov 14, 2014

Screening: Reading Early Literacy

Test Date	Nov 12, 2014
Overall Score	60%

Skills/Sub-skills	
Phonological Awareness	40%
Matching Sounds	20%
Rhyming Sounds	60%
Manipulating Sounds	N/A
Visual Discrimination/Phonics	70%
Visual Discrimination	100%
Letter Identification	40%
Matching Letters to Sounds	N/A
Concepts of Print	70%
Concepts of Print – Pre-K	N/A
Concepts of Print – Beginning K	80%
Concepts of Print – K-1	60%

Low: 0% to 40%
Medium: >40% to <80%
High: 80% to 100%
N/A: Sub-skill not evaluated

MPG Assessments – Skills Checklist Tests

- Structure of the tests
  - 10 reading assessments in phonological awareness and phonics
  - 28 math assessments in computation and number sense
    - Most tests stop after 10 items if student hasn't gotten 60% correct

- Purpose
  - Dig deeper on skills from the Screening and/or Survey with Goals tests

- Data teachers receive
  - Reports broken down by skill
  - Scores in percent correct (items are not on the RIT scale)

- Frequency
  - Can be administered outside of a test window (unlike Survey with Goals), so teacher can give them whenever it is instructionally useful

Checklist Report

NWEA — Northwest Evaluation Association

MAP® for Primary Grades: Student Report
Skills Checklist: Reading Decoding Patterns – Word Families

NWEA — Northwest Evaluation Association
Partnering to help all kids learn

MAP for Primary Grades Student Report

Lambert, Bret
Student ID: 838838

District:	NWEA Sample District 3
School:	St. Helens Elementary School
Teacher:	Sloan, Sue
Class:	Class 01
Date Range:	Nov 15, 2013 to Nov 14, 2014

Skills Checklist: Reading Decoding Patterns – Word Families

	Test Date	Nov 12, 2014
	Overall Score	50%

Skills/Sub-skills		
Word Families		50%

ack	100%	unk	0%
imp	100%	ank	0%
ing	0%	ash	100%
ink	0%	ell	100%
ock	0%	est	100%
old	100%	ick	100%
onk	0%	ight	0%
uck	0%	ild	0%
ump	100%	ill	100%

Low: 0% to 40%
Medium: >40% to <80%
High: 80% to 100%
N/A: Sub-skill not evaluated

- Purpose
  - Interim growth measure
- Data teachers receive
  - Overall RIT score
  - Goal area scores
- Teachers use the data to…
  - help determine what kids are ready to learn
  - group kids for instruction (based on Instructional Resources)
- Frequency
  - Fall, Winter, Spring

MPG Reports

MAP® for Primary Grades: Class Report (by Test RIT)

MAP for Primary Grades: Class Report (by Test RIT)

Saba, Howard
1st Grade Homeroom

Term Rostered:	Fall 2014 – 2015
Term Tested:	Fall 2014 – 2015
District:	NWEA Sample District 3
School:	St. Helens Elementary School
Grouping:	None
Small Group Display:	No

Reading

MAP: Reading Primary Grades Common Core 2010/Common Core English Language Arts K-12: 2010

Summary	
Total Students with Valid Growth Test Scores	14
8 Mean RIT	154.4
Median RIT	157 9
10 Standard Deviation	15.8
District Grade Level Mean RIT	159
Students At or Above District Grade Level Mean RIT	7
Norm Grade Level Mean RIT	160.3
Students At or Above Norm Grade Level Mean RIT	7

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Median RIT	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%			
MAP: Reading Primary Grades Common Core 2010/ Common Core English Language Arts K-12: 2010	4	29%	3	21%	2	14%	4	29%	1	7%	148-**154**-202	157	15.8
Goal Area 1													
Foundational Skills	2	14%	1	7%	6	43%	4	29%	1	7%	148-**155**-202	158	18.1
Language and Writing	1	7%	3	21%	5	36%	4	29%	1	7%	145-**152**-160	157	17.1
Literature and Informational	1	7%	2	14%	5	36%	6	43%	0	0%	150 -**155**-160	157	12
Vocabulary and Functions	1	7%	5	36%	3	21%	4	29%	1	7%	143-**151**-159	154	18

MPG Reports

MAP® for Primary Grades: Class Report (by Test RIT)

MAP for Primary Grades: Class Report (by Test RIT)

Saba, Howard
1st Grade Homeroom

Term Rostered:	Fall 2014 – 2015
Term Tested:	Fall 2014 – 2015
District:	NWEA Sample District 3
School:	St. Helens Elementary School
Grouping:	None
Small Group Display:	No

Reading

MAP: Reading Primary Grades Common Core 2010/Common Core English Language Arts K-12: 2010

Goal Performance:
A. Foundational Skills
B. Vocabulary and Functions
C. Literature and Informational
D. Language Writing

Name (Student ID)	Gr	Test Date	RIT (+/- Std. Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration	A	B	C	D
Runtzel, Cedur R. (S11002304)	1	12/20/12	111-**114**-117	1-**1**-1	BR	22 m	96-117	97-113	112-127	97-118
Wilke, Cathl L. (S11001866)	1	12/20/12	134-**138**-142	2-**4**-8	BR	17 m	122-137	132-149	144-158	149-164
Landing, Meyarah H. (S11001915)	1	12/20/12	136-**139**-142	3-**5**-8	BR	24 m	138-153	127-141	138-153	124-139
Bright, Alexander R. (S11001999)	1	12/20/12	145-**148**-151	12-**17**-24	BR	25 m	150-165	139-154	145-160	124-141
Stoefen, Rosie E. (S11001997)	1	12/20/12	148-**151**-154	17-**24**-32	BR	33 m	147-163	134-151	159-176	145-161
Colandonato, Lenny R. (S11001961)	1	12/20/12	152-**155**-158	26-**35**-44	BR	35 m	148-163	145-160	146-162	148-162
Sagmoen, Maegann N. (S11002000)	1	12/20/12	152-**155**-158	26-**35**-44	BR	55 m	153-168	138-153	151-166	142-157
Sorensen, Kaye E. (S11002062)	1	12/20/12	157-**160**-163	41-**50**-59	BR	48 m	150-165	150-165	157-172	151-166
Colon-Pagan, Teidah H. (S11001966)	1	12/20/12	159-**162**-165	47-**56**-65	BR	57 m	154-168	160-175	157-171	150-165
Schuessler, Doyce E. (S11001883)	1	12/20/12	162-**165**-168	56-**66**-73	BR	42 m	161-176	149-163	156-170	157-171
Lonsky, Sinaca-Ski I. (S11001940)	1	12/20/12	163-**166**-169	59-**68**-76	BR	46 m	157-173	156-170	157-171	153-168
Lambert, Bret T. (S11001923)	1	12/20/12	164-**167**-170	62-**71**-78	BR-53	38 m	172-187	158-173	142-157	155-170
Vigne, Dade E. (S11001916)	1	12/20/12	166-**169**-172	68-**76**-82	BR-100	64 m	148-165	161-175	154-169	161-178
Denewith Mcgee, Kerry R.	1	12/20/12	170-**173**-176	78-**84**-89	18-168	68 m	161-176	169-183	147-164	163-179

Explanatory Notes
Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.
Test invalidations: ***1 The test duration was too short to provide a valid result. Summary data for groups of less than 10 are generally suppressed because they are not statistically reliable.
* This data is not available for reporting. Please refer to help and documentation for more information. Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

MPG Reports

MAP® for Primary Grades: Class Breakdown by Goal Report

MAP for Primary Grades: Class Breakdown by Goal Report

District:	NWEA Sample District 3
Term Rostered:	Fall 2014
School:	St. Helens Elementary School
Instructor:	Saba, Howard
Class:	TF060018 Saba Homeroom 1(A)

Modify Options

<Back to Class Breakdown by RIT

You may select the student's name, RIT band, or the goal name to drill down to the Learning Continuum Class View to see learning statements for the data that was selected.

Create a PDF version of this report | Legal 8½" × 14" ∨ | **Create PDF**

MAP: Reading Primary Grades Common Core 2010/Common Core English Language Arts K-12: 2010

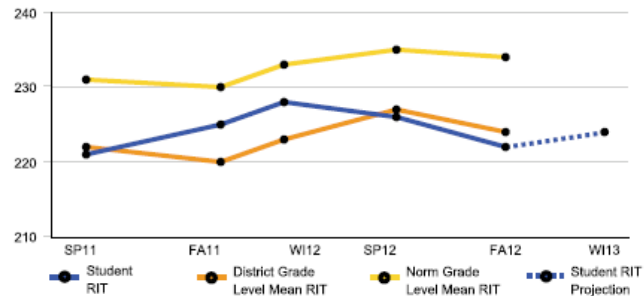| Goal	Goal Score 14							
	<111	111-120	121-130	131-140	141-150	151-160	161-170	171-180
Literature and Informational		C. R. Runtzel (114)			B. T. Lambert (167) M. H. Landing (139)	C. L. Wilke (138) A. R. Bright (148) L. R. Coladonato (155) M. N. Sagmoen (155) K. R. Denewith Mcgee (173)	R. E. Stoefen (151) K. E. Sorensen (160) T. H. Colon-Pagan (162) D. E. Schuessler (165) S. I. Lonsky (166) D. E. Vigne (169)	
Foundational Skills	C. R. Runtzel (114) 15		15 C. L. Wilke (138)		M. H. Landing (139)	A. R. Bright (148) R. E. Stoefen (151) L. R. Coladonato (155) M. N. Sagmoen (155) K. E. Sorensen (160) D. E. Vigne (169)	T. H. Colon-Pagan (162) D. E. Schuessler (165) S. I. Lonsky (166) K. R. Denewith Mcgee (173)	B. T. Lambert (167)
Vocabulary and Functions	C. R. Runtzel (114)			C. L. Wilke (138) M. H. Landing (139)	A. R. Bright (148) R. E. Stoefen (151) M. N. Sagmoen (155)	L. R. Coladonato (155) K. E. Sorensen (160) D. E. Schuessler (165)	T. H. Colon-Pagan (162) S. I. Lonsky (166) B. T. Lambert (167) D. E. Vigne (169)	K. R. Denewith Mcgee (173)
Language and Writing	C. R. Runtzel (114)			M. H. Landing (139) A. R. Bright (148)	M. N. Sagmoen (155)	C. L. Wilke (138) R. E. Stoefen (151) L. R. Coladonato (155) K. E. Sorensen (160) T. H. Colon-Pagan (162)	D. E. Schuessler (165) S. I. Lonsky (166) B. T. Lambert (167) D. E. Vigne (169)	K. R. Denewith Mcgee (173)

MPG Reports

Student Progress Report

MPG Reports

Student Goal Setting Worksheet

Carter, Jasmine
Student ID: 889905

District: NWEA Sample District 3
School: St. Helens Middle School
Growth Measured From: Fall 2014 – Spring 2015
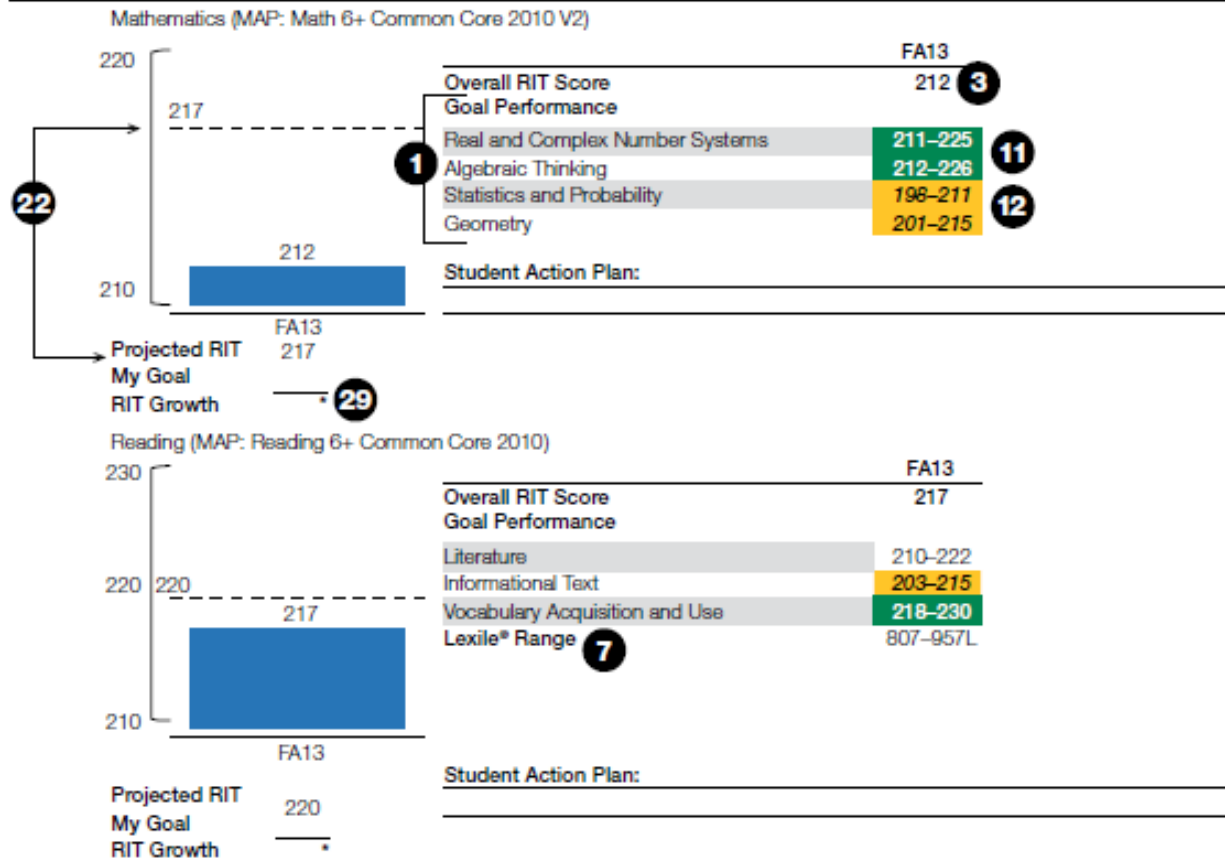
Learning Continuum

- Instructional Learning Statements based on item content

- Learning Statements are displayed by goal and subgoal according to the test version used

- Learning Statements are reported out in 10-RIT increments

- Learning Statements can be grouped by standard or generic content topic

- The Learning Continuum can be filtered by grade level

Learning Continuum

Learning Continuum

Learning Continuum - Class View 🔟

4th Grade Homeroom

MAP: Math 2-5 Common Core 2010 V2

Edit Display Options

Measurement and Data

Geometric Measurement and Problem Solving ⌃

161-170		No students
171-180	**Perimeter/Circumference** • Determines perimeters of basic polygons with all sides labeled 🔟	J.A. Cambridge Overall: 183; Goal Range: 163-177
181-190	**Perimeter/Circumference** • Determines perimeters of basic polygons with all sides labeled	No students
191-200	**Perimeter/Circumference** • Solves real-world and mathematical problems involving perimeters of rectangles • Determines perimeters of basic polygons in which not all sides are labeled • Determines perimeters of basic polygons with all sides labeled	E.H. Orton Overall: 189; Goal Range: 185-196 L.L. Wojnarowski Overall: 195; Goal Range: 191-202 A.H. Frisino Overall: 198; Goal Range: 187-199 D.H. Engles Overall: 200; Goal Range: 189-201
201-210	**Perimeter/Circumference** • Solves real-world and mathematical problems involving perimeters of rectangles • Determines perimeters of basic polygons in which not all sides are labeled • Determines side lengths given the perimeter of rectangles	J.L. Russell Overall: 198; Goal Range: 201-213 L.E. Kong Overall: 205; Goal Range: 198-210 J.B. Ramirez Overall: 208; Goal Range: 198-210
211-220	**Perimeter/Circumference** • Solves real-world and mathematical problems involving perimeters of rectangles • Counts to find perimeters of complex figures • Describes the effect on perimeter when dimensions of a polygon are changed • Determines perimeters of basic polygons in which not all sides are labeled • Determines side lengths given the perimeter of rectangles	R.N. Sandoval Overall: 212; Goal Range: 210-221 M.G. Moyer Overall: 213; Goal Range: 206-218

# Children's Progress Academic Assessment (CPAA)

- Not part of MAP for Primary Grades

- Structure of the tests
  - Adaptive tests
  - Scaffolding following incorrect response

- Purpose
  - To examine students skill levels compared to end of year expectations

- Developmentally appropriate
  - Positive feedback and encouragement
  - Kid-friendly graphics and audio

Children's Progress Academic Assessment (CPAA)

- Data Teachers Receive
  - Interactive reports
    - Individual Student Reports-concept-specific scores, full narrative report
    - Classroom Reports – concept scores, class summary
    - Parent Reports – student performance summary, home activities
  - Recommended activities
- Teachers can use the data to….
  - Track student progress towards end-of year learning goals
- Frequency
  - Fall, Winter, Spring

CPAA Structure
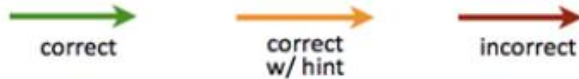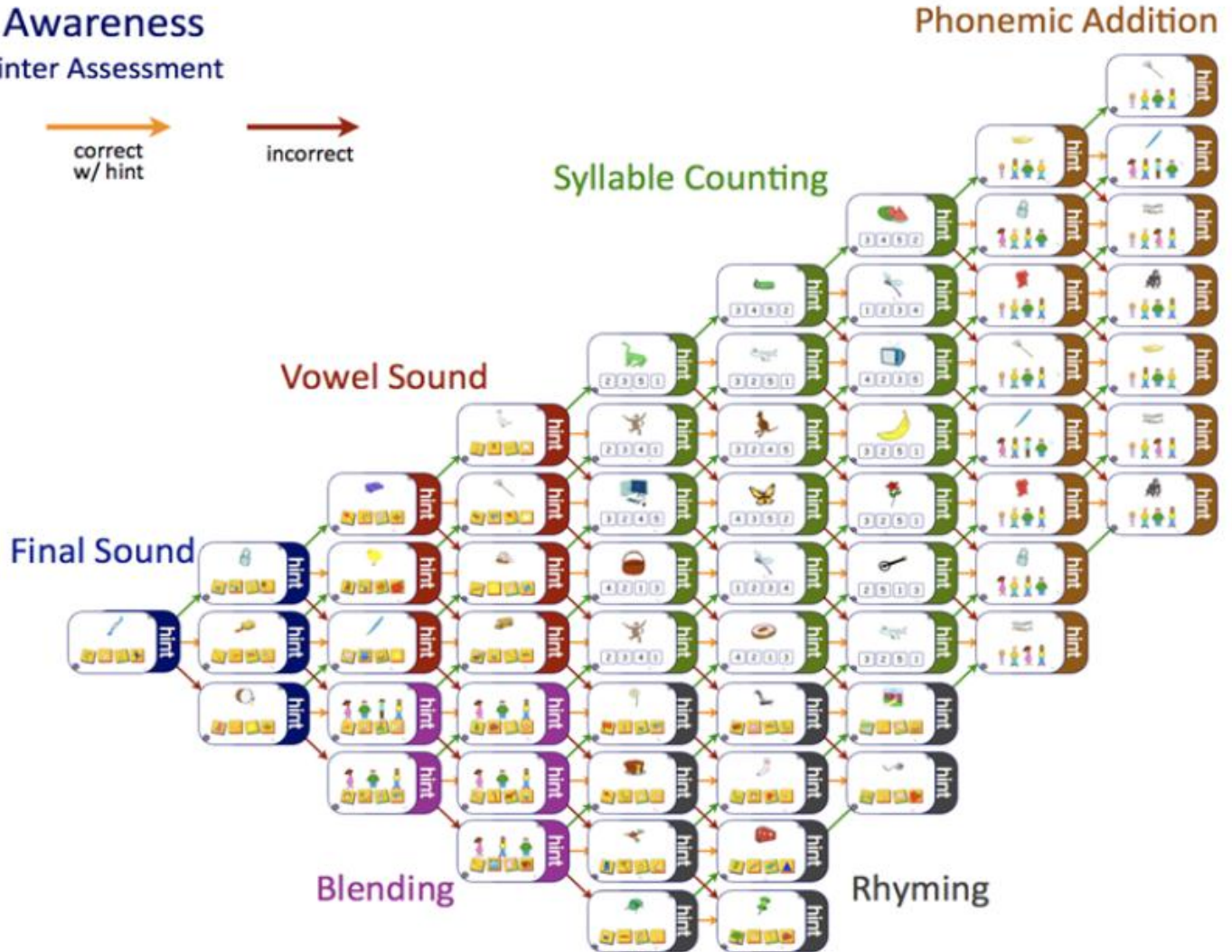
CPAA Scaffolding

- Scaffolding helps identify zone of proximal development

43% correct

57% incorrect

Fig. 1a. Responses after initial question

43% correct on first try

28% incorrect, even after hint

29% correct with hint

Fig. 1b. Responses after follow-up question

CPAA Reports

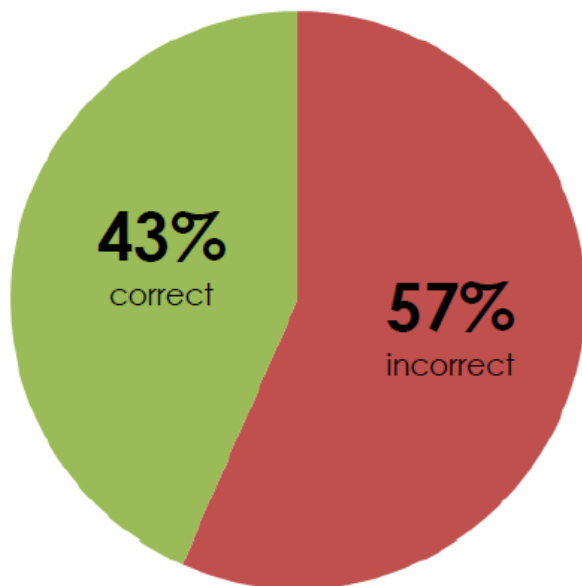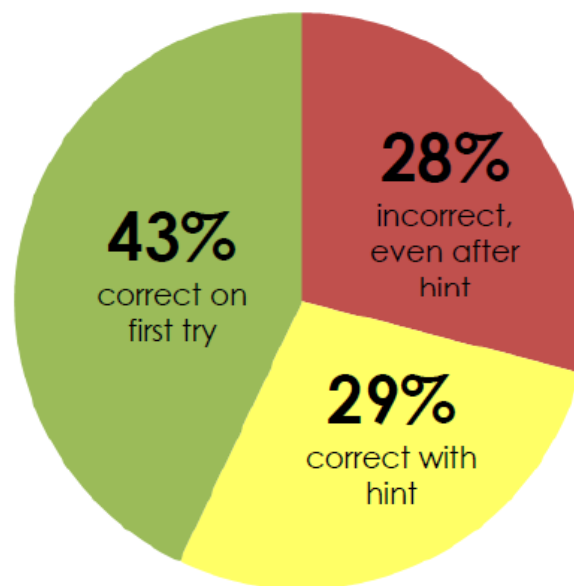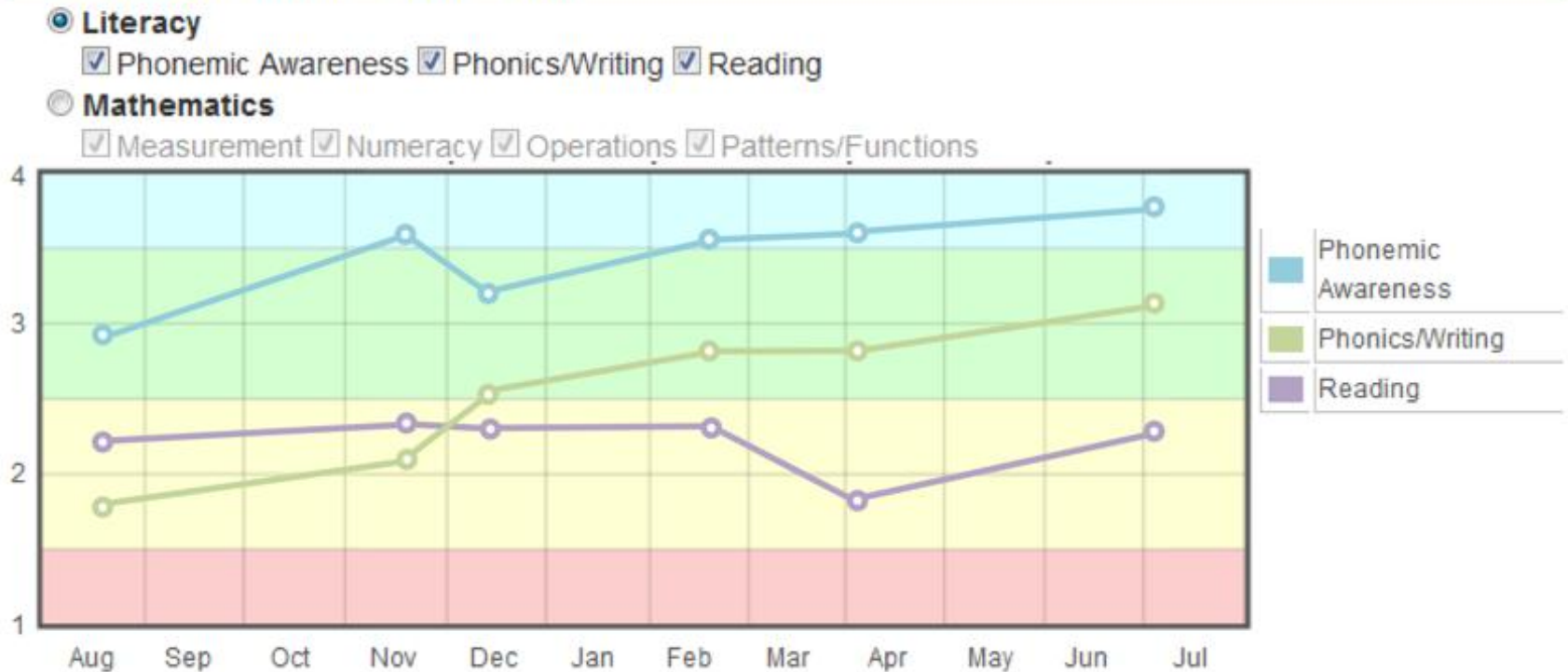- Student reports track proficiency and growth over time

Concept scores for the selected year

◉ **Literacy**
  ☑ Phonemic Awareness ☑ Phonics/Writing ☑ Reading
○ **Mathematics**
  ☑ Measurement ☑ Numeracy ☑ Operations ☑ Patterns/Functions

Legend:
- Phonemic Awareness
- Phonics/Writing
- Reading

CPAA Reports

Class breakdown by subgoal helps identify needs and form instructional groups

Mathematics - Concept Scores Per Student   Score scales 1 to 4

Students	Measurement	Numeracy	Operations	Patterns and Functions
Bennick, Rosario	2	1	3	3
Strejcek, Shalanda	2	1	1	1
Abati, Trinity	3	1	2	2
Dahlberg, Buffy	2	2	4	2
Debraga, Lizeth	2	2	3	3
Greenleaf, Fred	2	2	3	3
Locsin, Ulysses	2	2	3	1
Trumbull, Gavin	2	2	2	3
Zike, Hilma	2	2	2	1
Schrantz, Damian	3	2	4	1
Wesner, Sherell	3	2	3	3
Axon, Yoshiko	2	3	3	2
Copeland, Velma	2	3	3	2
Enix, Jed	2	3	3	1
Brown, Samantha	3	3	3	2
Storto, Frederic	3	3	3	2
Niwa, Genia	2	4	1	3
Schellhase, Leda	2	4	3	2
Bernacchi, Oliver	3	4	3	2

Instructional Resources

MAP to Khan Academy:

Khan Academy Practice Exercises Correlated to RIT
for Common Core Math MAP for Primary Grades

RIT to Resource

www.rittoresource.org

Professional Development Offerings

- MAP Foundation Series
  - Using MAP data to inform instruction
- Destination PD Online Learning
  - Online webinars, tutorials, and documents
- Keeping Learning on Track
  - Embedded Formative Assessment
- Data Coaching
  - Data and Assessment Coaching
- Events & Conference
  - Regional and National events that vary

Questions?

Email questions about NWEA Early Learning to leslie.yudman@nwea.org

Thank you!

All Kids Learn.

We passionately believe
it, and partner to make
this an everyday reality
for every child.