

How to Help Your Teachers Set Rigorous Student Learning and Growth Goals Agenda

Introduction (2:00-2:10)

- Brief overview of the process
- Plan for the session

Sorting Through Teachers' Data (2:10-2:20)

- What are the basic rules for talking about data?
- Practice taking a first look at the data

Analyzing Baseline Data (2:20-2:40)

- How do you have a productive collaborative conversation around data?
- What do the data say about the students' strengths and weaknesses?
- How does this inform the teacher's learning growth goal?
- How do we turn it into something concrete?

Drafting a Student Learning and Growth Goal (2:40-2:55)

- What key information would you put in the key boxes on the template?

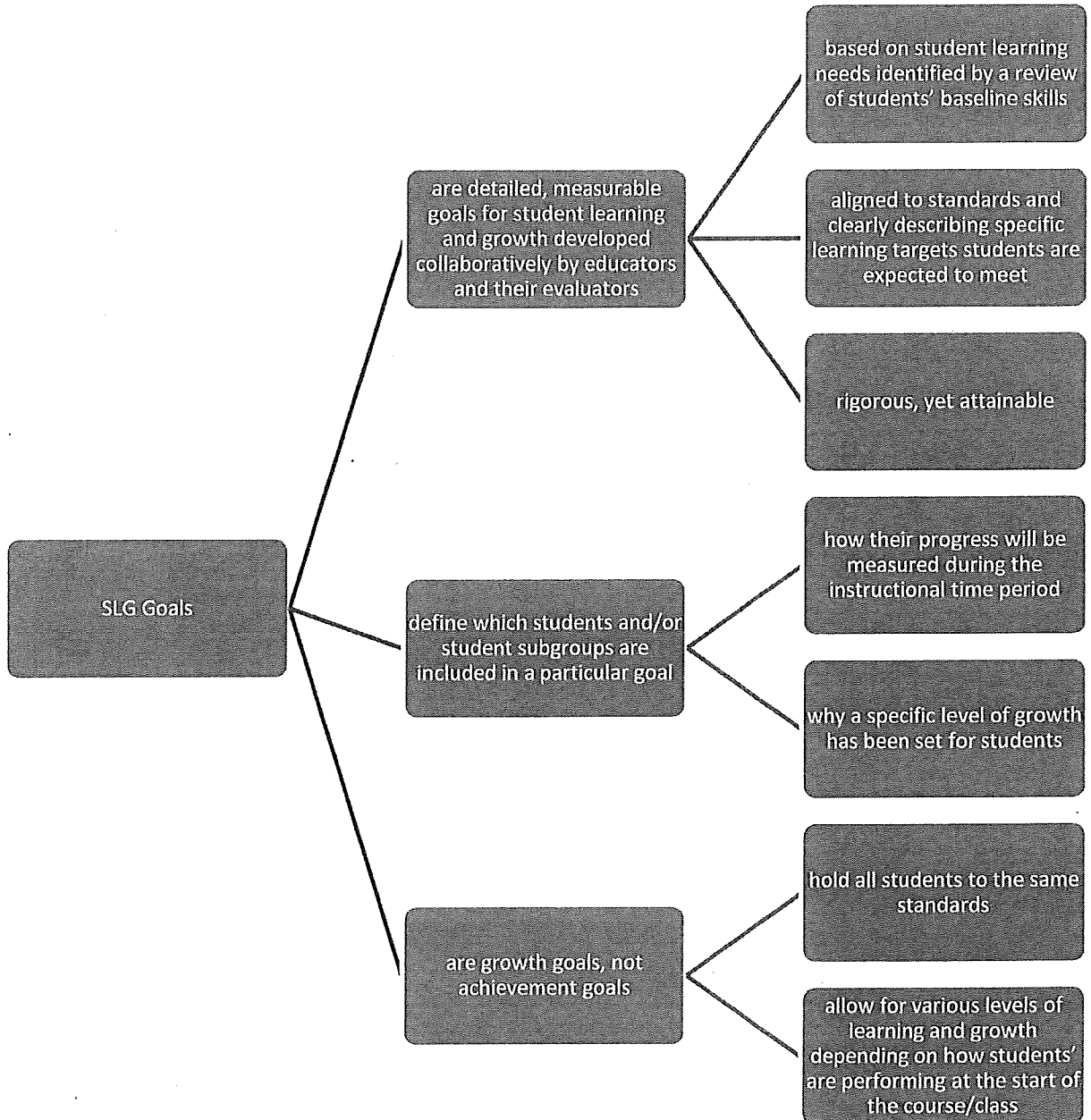
Approving a Student Learning and Growth Goal (2:55-3:10)

- Gallery walk using the checklist

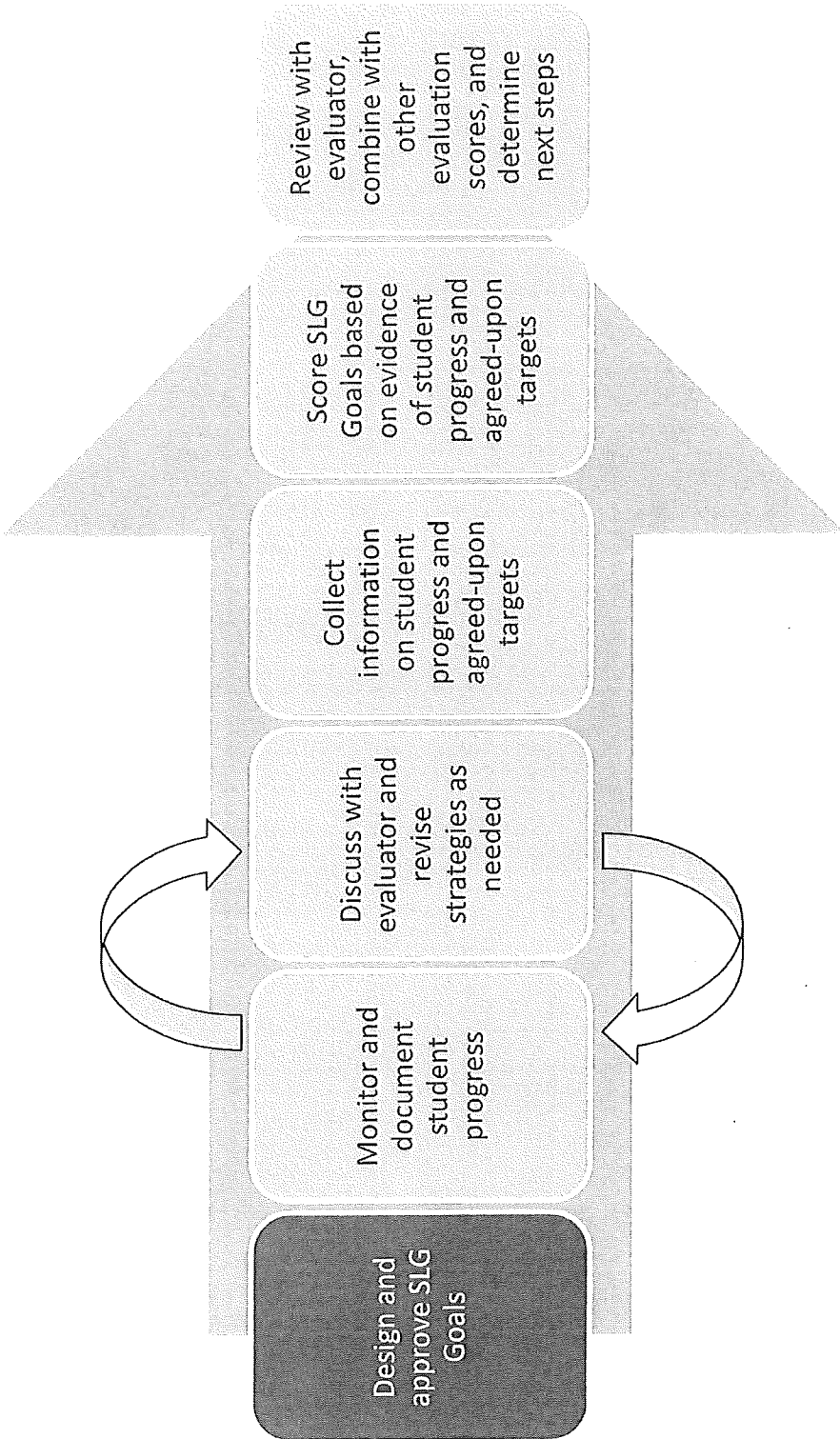
Exit Ticket (3:10-3:15)

- Check in which areas the most support is needed

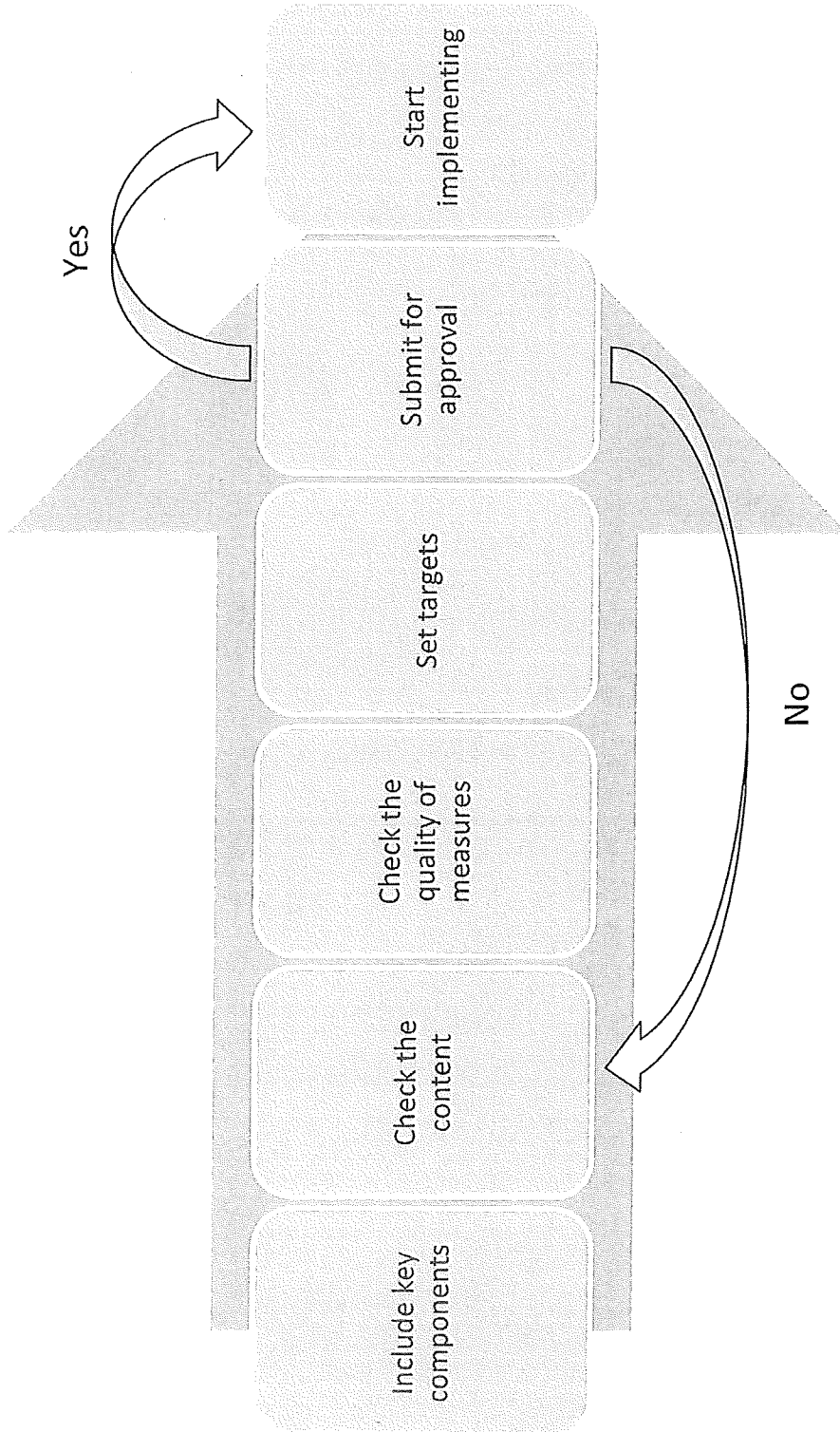
Definition of Student Learning and Growth Goals from ODE Guidance for Setting Student Learning and Growth (Reformatted)



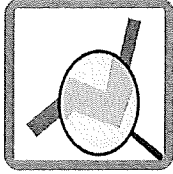

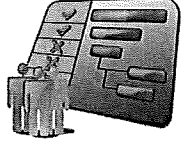

SLG Goal Process over the course of the school year or course – The dark box is today's focus



Beginning of Year SLG Goal Process – Breakdown of the dark box from the previous handout



Beginning of year (B.O.Y.) SLG Goal Writing Process

<p style="text-align: center;">STEP 1</p>		<p style="text-align: center;">Collect, Sort & Organize Data</p> <p style="text-align: center;">(10 minutes)</p> <p>Need: Class Profile & Student Assessment Baseline & Trend Data</p>
<p style="text-align: center;">STEP 2</p>		<p style="text-align: center;">Analyze Baseline & Trend Data</p> <p style="text-align: center;">(20 minutes)</p> <p>Need: Two pieces of poster paper & markers for each group</p>
<p style="text-align: center;">STEP 3</p>		<p style="text-align: center;">Develop a Rigorous & Realistic SLG GOAL</p> <p style="text-align: center;">(15 minutes)</p> <p>Need: SLG Goal Template & SLG Goal Checklist</p>
<p style="text-align: center;">STEP 4</p>		<p style="text-align: center;">SLG Goal Approval Process (Gallery Walk)</p> <p style="text-align: center;">(15 minutes)</p> <p>Need: One piece of poster paper, markers, SLG Goal Checklist, & post-it notes for each group</p>

Beginning of year (B.O.Y.) SLG Goal Writing Process

Roles: Please decide who will be responsible for each role listed below.

Role 1	Recorder	Takes notes during the protocol.
Role 2	Facilitator	Guides group through the protocol.
Role 3	Creative Director	Facilitates creation of the group poster.
Role 4	Time Keeper	Manages time for each step of the protocol.
Role 5	Group Members	Support and remind each other of the norms of the group and of looking at data and talking about students.

Beginning of year (B.O.Y.) SLG Goal Writing Process

Norms For Talking About Data

- ✓ Describe only what you see. Do not try to describe what you don't see; express what you don't see in the form of a question.
- ✓ Resist the urge to work on 'solutions' until you are comfortable with what the data says and doesn't say.
- ✓ Surface the 'lenses' and experiences you bring to the data. Effective teams use these as strengths.
- ✓ Seek to understand differences of perceptions before trying to resolve them.
- ✓ Early consensus can inhibit depth and breadth of analysis. Hear from everybody.
- ✓ Ask questions when you don't understand. Find the answers together.
- ✓ Surface assumptions and use the data to challenge them. Look actively for challenges to AND supports for what you believe is true.

Sharing and Discussion of Data

Discussions of some forms of data can sometimes make people feel "on the spot" or exposed, either for themselves, for their students, or for their profession. The use of a structured dialogue format provides an effective technique for managing the discussion and maintaining its focus. A structured dialogue format is a way of organizing a group conversation by clearly defining who should be talking, when, and about what.

**While at first it may seem rigid and artificial, a clearly defined structure frees the group to focus its attention on what is most important.*

Beginning of year (B.O.Y.) SLG Goal Writing Process

STEP 1: (COLLECT), SORT, ORGANIZE & RECORD DATA ON PROFILE FORM – INDIVIDUALLY & WITH YOUR TEAM (20 MINUTES TOTAL)

Record and Summarize Data & Make Initial Observations About Your Students
(Individually – 10 minutes)

- Review data already recorded for each of your students on your 'class profile' sheet.
- Record any other data you collected on your 'class profile' sheet.
- Use the comment section to make any general observations you have about individual students or groups of students, this will be used during the *Analyze Baseline Data* discussion in Step 2.

STEP 2: ANALYZE BASELINE DATA – SMALL GROUP (20 MINUTES TOTAL)

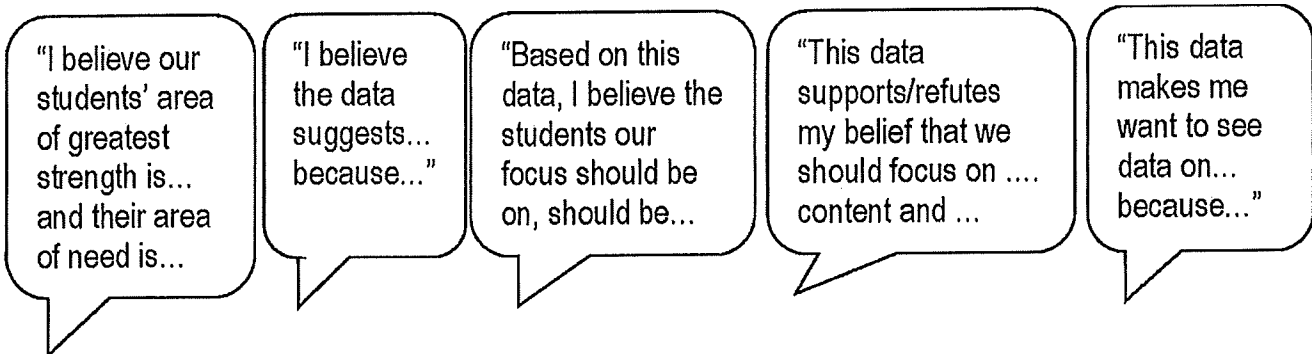
Group Discussion

Four rounds of 5 minutes each (20 minutes total time)

- Do a quick process reminder of roles, and norms (including those relating to "Talking about Data")
- Time Keeper keep track of time for each round of the conversation
- The recorder should record the group's observations on the Poster Paper provided.
The facilitator guides four rounds, (5 minutes each) for discussion about the data collected on the Class Profiles

Round 1: (5 minutes)

As a group, talk about what the data tells you about your students. For example,



RECORDER: Record main points from this round on the poster paper provided.

Beginning of year (B.O.Y.) SLG Goal Writing Process

Round 2: (5 Minutes)

What are the implications of this data for setting your teaching and student learning growth target for the school year? For example,

"What initial goal could be set to support meaningful & rigorous student growth?"

"How will we know that there is stretch in our goal?"

"What instructional strategies might be most effective to reach the goal?"

"What amount of growth should we expect in ____ amount of time for our students? Should our student growth target be tiered?"

RECORDER: Record main points from this round on the poster paper provided.

Round 3: (5 Minutes)

What help or support might we need, as teachers to enact our goal? For example,

"Could our team work collaboratively to support the growth of both student learning and teacher skills? Can we use our early release times or PLC time?"

"I would love to get professional development or support for..."

"Are there specific resources that you need?"

RECORDER: Record main points from this round on the poster paper provided.

Round 4: (5 Minutes)

What insight(s) and aha(s) did you gain from this discussion? For example,

"I was surprised by..."

"Based on all of this, I think that we might..."

RECORDER: Record main points from this round on the poster paper provided.

Beginning of year (B.O.Y.) SLG Goal Writing Process

Round 2: (5 Minutes)

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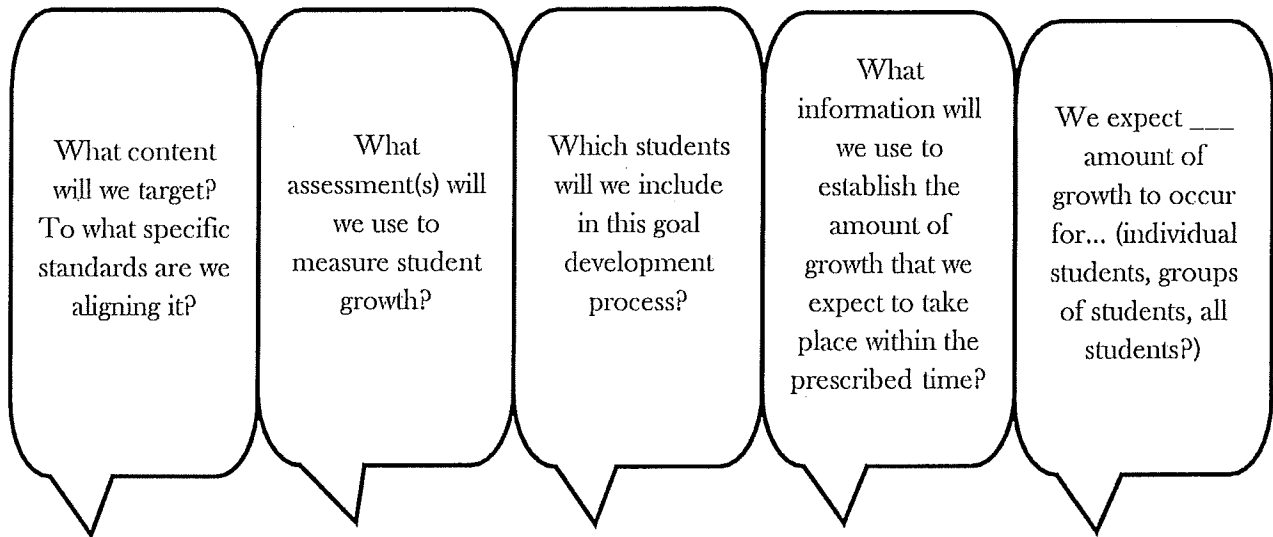
RECORDER: Record main points from this round on the poster paper provided.

Beginning of year (B.O.Y.) SLG Goal Writing Process

STEP 3: DEVELOP A RIGOROUS & REALISTIC SLG GOAL (15 MINUTES)

Discuss & Record (Group)

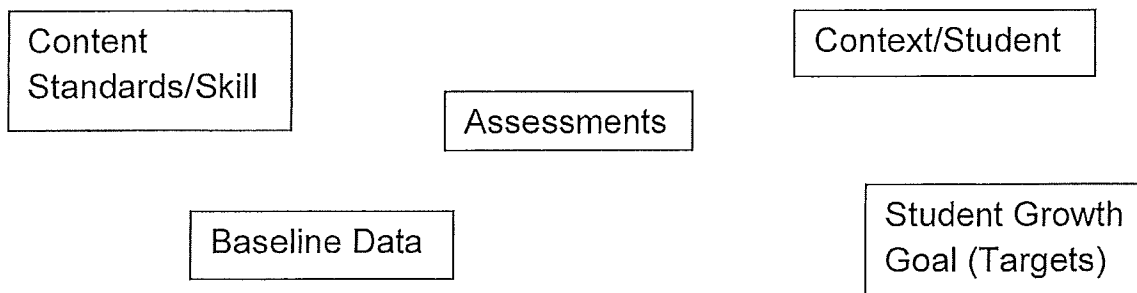
- Group should have a copy of ODE's suggested SLG Goal template and SLG Goal Checklist.
- Discuss what should go in each of the boxes at the end of this page
- You can also use the following guiding questions



STEP 4: SLG GOAL APPROVAL PROCESS (15 MINUTES TOTAL)

Create Poster (Group 15 Minutes)

- Using the information from the process, particularly Step 3, create a poster that communicates your group's SLG Goal. Make sure to include all the parts.



Beginning of year (B.O.Y.) SLG Goal Writing Process

Gallery Walk / Feedback Process (Group 10 Minutes)

- Groups will hang their posters in the gallery.
- Participants will have the opportunity to examine posters from each group.
- After reflecting on group posters, participants can leave a comment, a question, or suggestion on a post-it.
- Provide critical, constructive feedback that will the strength the SLG GOAL.
- If time allows, groups can debrief the questions and comments found on their poster.

TEACHER SLG GOAL SETTING TEMPLATE

Teacher: _____ Contract Status: _____

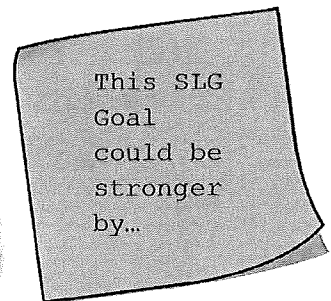
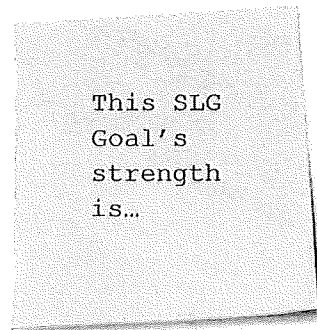
School: _____ School Year: _____

Administrator/evaluator: _____ Date: _____

Grade Level: Elementary Middle School High School

Goal Type: Individual Goal Team Goal

SLG GOAL 1	
Content Standards/Skills	
Assessments	<input type="checkbox"/> Category 1 _____ <input type="checkbox"/> Category 2 _____
Context/Students	



TEACHER SLG GOAL SETTING TEMPLATE

Teacher: _____ Contract Status: _____

School: _____ School Year: _____

Administrator/evaluator: _____ Date: _____

Grade Level: Elementary Middle School High School

Goal Type: Individual Goal Team Goal

SLG GOAL 1	
Content Standards/Skills	
Assessments	<input type="checkbox"/> Category 1 _____ <input type="checkbox"/> Category 2 _____
Context/Students	
Baseline Data	
Student Growth Goal (Targets)	
Rationale	
Strategies	
Professional Learning and Support	

Goal-Setting Conference

SLG GOAL 2

Content Standards/Skills	
Assessments	<input type="checkbox"/> Category 1 _____ <input type="checkbox"/> Category 2 _____
Context/Students	
Baseline Data	
Student Growth Goal (Targets)	
Rationale	
Strategies	
Professional Learning and Support	
Sign-Off at Initial Collaborative Meeting: Date: _____ Teacher: _____ Principal: _____	
Professional Growth Goal(s)	
Strategies	
Professional Learning and Support	

Mid-Year Review	Collaborative Mid-Year Goal Review			
	Strategy Modification			
	Teacher Signature:	Date:	Administrator/evaluator Signature:	Date:

Year-End Goal Conference	End-of-Year Data			
	Reflection on Results			
	Professional Growth Plan Implications			
	Teacher Signature:	Date:	Administrator/Evaluator Signature:	Date:

Using the SLG Goal Quality Review Checklist

As a requirement of SB290 and the ESEA waiver, student learning and growth must be included as a significant factor of educators' summative evaluations. SLG goals are scored and the SLG performance level is determined. To ensure consistency in evaluations across the state, all districts must use the **SLG Quality Review Checklist** to ensure goals are complete for scoring.

Note: The guiding questions included in this checklist are provided for training purposes. They are not part of checklist that is required for use by districts.

SLG Goal Quality Review Checklist (Modified)

Baseline Data	Yes	No
<p>Is baseline data used to make data-driven decisions for the SLG goal, including student information from past assessments and/or pre-assessment results?</p> <p>Going deeper: Did you...</p> <ul style="list-style-type: none"> Identify sources of information about students (e.g., test scores from prior years, results of pre-assessments)? Draw upon trend data, if available? Summarize your analysis of the baseline data by identifying student strengths and weaknesses 		
<p>Student Growth Goal (Targets)</p> <p>Is the SLG goal written as a "growth" goals v. "achievement" goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)</p> <p>Going deeper: Did you...</p> <ul style="list-style-type: none"> Identify a growth target for every student 		
<p>Does the SLG goal describe a "target" or expected growth for all students, tiered or differentiated as needed based on baseline data?</p> <p>Going deeper: Did you...</p> <ul style="list-style-type: none"> Use baseline or pretest data to determine appropriate growth? Create tiered targets when appropriate so that all students may demonstrate growth? Set ambitious yet attainable targets 		
<p>Rigor of Goals</p> <p>Does the goal address specific knowledge and skills aligned to the course curriculum and based on content standards?</p> <p>Going deeper: Did you...</p> <ul style="list-style-type: none"> Identify core knowledge and skills students are expected to attain as required by the applicable standards Select content that represents the big ideas or domains of the subject taught during the interval of instruction? 		
<p>Is the SLG goal measurable and challenging, yet attainable?</p> <p>Going deeper: Did you...</p> <ul style="list-style-type: none"> Select measures with sufficient "stretch" so that all students may demonstrate learning, OR Did you identify supplemental assessments to cover all ability levels in the course or class 		

Guiding questions adapted from *SLO Template Checklist, Ohio Department of Education*

Class Profile
4th Grade Reading

Student Name	RISK FACTORS						OTHER ASSESSMENTS			Subject Assessment	COMMENTS
	Attendance/ Tardy Issues	Spec. Ed.	Free & Reduced Lunch	Migrant	English Language Learner	Retained	3 rd Grade SBA Reading	Fall 4 th Grade MAP Reading	4 th Grade B.O.Y. DIBELS Fluency		
1.				X			Proficient	201	110	30	
2.							Below Proficient	194	91	26	
3.							Proficient	205	115	35	
4.							Proficient	200	96	30	
5.	X		X			X	Below Proficient	183	91	28	
6.							Below Proficient	200	93	29	
7.	X						Proficient	205	113	41	
8.							Proficient	204	110	38	
9.	X		X	X			Far Below Proficient	168	81	27	
10.	X	X	X			X	Far Below Proficient	175	85	25	

Subject Assessment: DRA Reading Scores
 Fourth Grade Reading
 Beginning of the Year Data

Student	Pre-Test (Beginning of Year Goal ≥ Level 39)	Mid-Year (Middle of Year Goal ≥ Level 44)	Post-Test (End of Year Goal ≥ Level 49)	Teacher's Notes and Observations
1.	30			Is able to read with understanding when asked literal questions, but struggles with defending thinking at a more inferential level. Likes reading fiction, needs to be stretched to read more non-fiction books for fun.
2.	26			Works hard to sound out words, which can sometime distract from comprehension –needs work on reading – on and going back to self-check. Could also benefit from pre-reading and thinking activities – and essential vocabulary development
3.	35			Loves to read, both fiction and non-fiction. Does not always re-read to make sure that what is read makes sense.
4.	30			Sight word knowledge is weak Often gets to end of sentence and does not recognized where the comprehension went wrong – needs work on self-monitoring skills
5.	28			Vocabulary very weak, sight word knowledge strong. Comprehension skills are not consistent
6.	29			Vocabulary very weak, sight word knowledge strong. Comprehension skills are not consistent
7.	41			Good reader, continued support on fluency and vocabulary will be essential
8.	38			Good reader, continued support on fluency and vocabulary will be essential
9.	27			Does not enjoy reading, fluency is weak, as well as even literal level comprehension,
10.	25			Does not enjoy reading, fluency is weak, as well as even literal level comprehension,

Trend Data
Subject Assessment: DRA Reading Scores
Fourth Grade Reading
 Last year results

Student	Pre-Test (Beginning of Year Goal ≥ Level 39)	Mid-Year (Middle of Year Goal ≥ Level 44)	Post-Test (End of Year Goal ≥ Level 49)
A	20	25	32
B	18	21	29
C	34	40	47
D	27	30	33
E	38	42	49
F	45	49	52
G	55	57	61
H	39	44	45
I	33	40	47
J	49	51	53

CCSS ELA Standards Assessed by DRA Assessment

Fluency

- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - Read grade-level text with purpose and understanding.
 - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

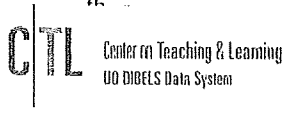
Phonics and Word Recognition

- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Vocabulary Acquisition and Use

- L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

4th Grade Reading



DIBELS Next Recommended Benchmark Goals

Kindergarten		FSF	LNF	PSF	NWF-CLS	NWF-WWR
	Beginning	23 12	29* 21	n/a	n/a	n/a
	Middle	52 42	52 41	51 41	34* 24	Optional, Endorsed
End	n/a	62 50	Optional, Endorsed	44* 34	7 1	

First Grade		LNF	PSF	NWF-CLS	NWF-WWR	ORF-WRC	ORF-A	RTF
	Beginning	58 46	Optional, Not Endorsed	42* 30	7 2	n/a	n/a	Optional, Not Endorsed
	Middle	n/a	n/a	70 49	21 12	34* 20	86 72	
End	n/a	n/a	96 62	30 17	69* 36	98 87		

Second Grade		NWF-CLS	NWF-WWR	ORF-WRC	ORF-A	RTF
	Beginning	74 56	22 12	80* 55	99 92	Optional, Not Endorsed
	Middle	n/a	n/a	100* 72	99 97	
End	n/a	n/a	111* 83	99 98		

Third Grade		ORF-WRC	ORF-A	RTF	DAZE
	Beginning	97* 72	99 96	Optional, Not Endorsed	14 9
	Middle	115* 88	99 97		21 14
End	123* 100	99 98	26 18		

Fourth Grade		ORF-WRC	ORF-A	RTF	DAZE
	Beginning	111* 91	99 97	Optional, Not Endorsed	20 14
	Middle	130* 110	99 98		23 18
End	144* 124	99 98	31 26		

Fifth Grade		ORF-WRC	ORF-A	RTF	DAZE
	Beginning	132* 103	99 98	Optional, Not Endorsed	21 14
	Middle	150* 117	99 98		25 19
End	155* 132	99 98	32 26		

Sixth Grade		ORF-WRC	ORF-A	RTF	DAZE
	Beginning	150* 127	99 98	Optional, Not Endorsed	23 18
	Middle	151* 130	99 98		31 25
End	162* 139	99 98	31 26		

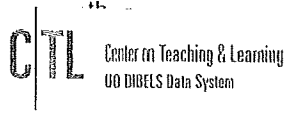
Key:

Beginning	25* 14	← Recommended Benchmark Goal
		← Cut Point for Risk
*Predominant measure at each period in terms of SAT10 prediction.		

FSF: First Sound Fluency
 LNF: Letter Naming Fluency
 NWF-CLS: Nonsense Word Fluency - Correct Letter Sounds
 NWF-WWR: Nonsense Word Fluency - Whole Words Read

Daze: Daze Adjusted Score
 RTF: Retell Fluency
 ORF-A: Oral Reading Fluency- Accuracy
 ORF-WRC: Oral Reading Fluency- Words Read Correctly

4th Grade Reading



DIBELS Next Recommended Benchmark Goals

Kindergarten		FSF	LNF	PSF	NWF-CLS	NWF-WWR
	Beginning	23 12	29* 21	n/a	n/a	n/a
	Middle	52 42	52 41	51 41	34* 24	Optional, Endorsed
End	n/a	62 50	Optional, Endorsed	44* 34	7 1	

First Grade		LNF	PSF	NWF-CLS	NWF-WWR	ORF-WRC	ORF-A	RTF
	Beginning	58 46	Optional, Not Endorsed	42* 30	7 2	n/a	n/a	Optional, Not Endorsed
	Middle	n/a	n/a	70 49	21 12	34* 20	86 72	
End	n/a	n/a	96 62	30 17	69* 36	98 87		

Second Grade		NWF-CLS	NWF-WWR	ORF-WRC	ORF-A	RTF
	Beginning	74 56	22 12	80* 55	99 92	Optional, Not Endorsed
	Middle	n/a	n/a	100* 72	99 97	
End	n/a	n/a	111* 83	99 98		

Third Grade		ORF-WRC	ORF-A	RTF	DAZE
	Beginning	97* 72	99 96	Optional, Not Endorsed	14 9
	Middle	115* 88	99 97		21 14
End	123* 100	99 98	26 18		

Fourth Grade		ORF-WRC	ORF-A	RTF	DAZE
	Beginning	111* 91	99 97	Optional, Not Endorsed	20 14
	Middle	130* 110	99 98		23 18
End	144* 124	99 98	31 26		

Fifth Grade		ORF-WRC	ORF-A	RTF	DAZE
	Beginning	132* 103	99 98	Optional, Not Endorsed	21 14
	Middle	150* 117	99 98		25 19
End	155* 132	99 98	32 26		

Sixth Grade		ORF-WRC	ORF-A	RTF	DAZE
	Beginning	150* 127	99 98	Optional, Not Endorsed	23 18
	Middle	151* 130	99 98		31 25
End	162* 139	99 98	31 26		

Key:

Beginning	25* 14	← Recommended Benchmark Goal
		← Cut Point for Risk
*Predominant measure at each period in terms of SAT10 prediction.		

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Daze: Daze Adjusted Score
 RTF: Retell Fluency
 ORF-A: Oral Reading Fluency- Accuracy
 ORF-WRC: Oral Reading Fluency- Words Read Correctly

FOURTH GRADE DIBELS Measure	Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10	
	Recommended Goals	Need For Support	Recommended Goals	Need For Support	Recommended Goals	Need For Support
Oral Reading Fluency (ORF) – Words Correct	0 – 91 92 – 110 111 and above	Intensive Strategic Core	0 – 110 111 – 129 130 and above	Intensive Strategic Core	0 – 124 125 – 143 144 and above	Intensive Strategic Core
Oral Reading Fluency (ORF) – Accuracy	0 – 97 98 99 and above	Intensive Strategic Core	0 – 98 n/a 99 and above	Intensive Strategic Core	0 – 98 n/a 99 and above	Intensive Strategic Core
Daze	0 – 14 15 – 19 20 and above	Intensive Strategic Core	0 – 18 19 – 22 23 and above	Intensive Strategic Core	0 – 26 27 – 30 31 and above	Intensive Strategic Core
Retell Fluency (RTF)	Administration optional and not endorsed					

4th Grade Reading

Student MAP Scores

Student MAP testing results are reported in RIT scores (short for Rasch Unit). A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school. You may have a chart in your home on which you mark your child's height at certain times, such as on his or her birthday. This is a growth chart to show how much he or she has grown from one year to the next. MAP assessments do the same sort of thing, except they measure your student's growth in mathematics, reading, and language usage. The RIT scale is an equal-interval scale much like feet and inches on a yardstick. It is used to chart your child's academic growth from year to year. This type of score increases the value of the tests as a tool to improve student learning because it enables teachers to pinpoint what students have learned and what students are ready to learn.

Understanding the RIT Score

The charts on the inside of this brochure show national median RIT scores for grades 1-9 in a typical school district. You may use these charts to help determine if your student is performing at, above, or below grade level compared to students across the nation.

It is important to understand that the MAP test is one test at one point in time. It does not measure intelligence or a student's capacity for learning. When making important decisions about students, school staff will consider the MAP test results along with other data such as classroom performance, other test scores, and input from parents and teachers.

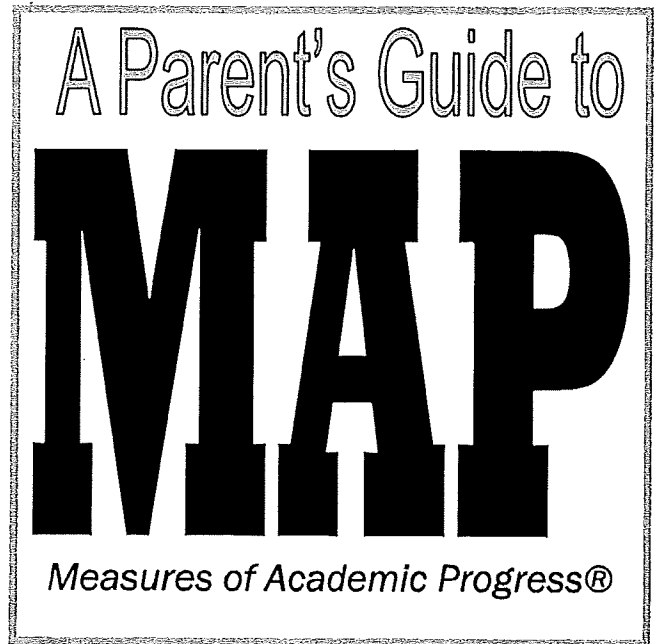
Growth Over Time

We expect RIT scores to increase over time. Typically, younger students show more growth in one year than older students. Students who test above grade level often show less growth. Sometimes RIT scores may decline from one test to the next. One low test score is not cause for immediate concern. Like adults, students have good and bad days and their test results do not always indicate what they know. Students' attitudes toward the test can also affect their score. Therefore, growth over time is a better measure of student learning.

Parents and guardians should become comfortable with the understanding that individuals will grow at different rates. Anticipated growth rates for each student are based on national norms and should be viewed as "typical" growth, not *expected* growth. Teachers and principals have participated in training to learn what the MAP test results mean and how to best utilize the results. Our goal is for teachers to use the data to differentiate and adjust instruction so that all students grow at levels appropriate for each individual.

If you have immediate questions, please contact your student's classroom teacher (elementary) or math or English teacher (middle and high school) or your building principal.

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803-641-2428
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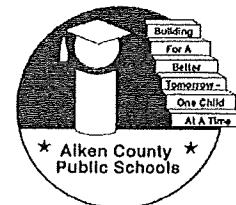


WHAT IS MAP?

Measures of Academic Progress (MAP) is a state-aligned computerized adaptive assessment program that provides Aiken County educators with the information they need to improve teaching and learning and make student-focused, data-driven decisions. Students in grades one through nine are tested three times per year in math, reading, and language usage. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement.

MAP:

- Is not an accountability test
- Generates test questions based on student responses
- Reports student results in RIT scores (see back page)
- Gives immediate results
- Is aligned to SC curriculum standards
- Measures growth over time
- Provides information used to target individual instruction



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4th Grade Reading

WHEN ARE TESTS GIVEN?

Three (3) times per year

September/October (Fall) December/January (Winter) March (Spring)

HOW ARE TESTS GIVEN?

- On the computer under adult supervision in the school setting
- Adjusts to a student's skill level so that each student takes an individualized test

WHAT TESTS ARE GIVEN?

Grade	Reading	Math	Language
1st	✓	✓	
2nd-9th	✓	✓	✓

Growth Guideline Chart

The chart below shows the NATIONAL grade level scores for 1st-9th graders who tested in Fall and Spring. This shows the yearly growth that is *typical* for each grade level. When you review your child's scores, you can check to see if his/her growth is *above, at, or below average*, compared to students in the same grade.

Grade	Reading		Year's Growth	Grade	Math		Year's Growth
	Fall	Spring			Fall	Spring	
1	160	173	13	1	164	178	14
2	179	190	11	2	179	191	12
3	192	200	8	3	192	203	11
4	201	207	6	4	203	211	8
5	208	212	4	5	212	220	8
6	213	216	3	6	219	225	6
7	217	219	2	7	225	230	5
8	220	223	3	8	230	234	4
9	222	224	2	9	233	236	3

Is my child on grade level?

Fall MAP Reading RIT Score

Grade	Above Grade Level	At Grade Level	Below Grade Level	1-Grade Below	2-Grades Below
1	161+	160	147-159	146-	
2	180+	179	161-178	147-160	146-
3	193+	192	180-191	161-179	160-
4	202+	201	193-200	180-192	179-
5	209+	208	202-207	193-201	192-
6	214+	213	209-212	202-208	201-
7	218+	217	214-216	209-213	208-
8	221+	220	218-219	214-217	213-
9	223+	222	221	218-220	217-

Fall MAP Math RIT Score

Grade	Above Grade Level	At Grade Level	Below Grade Level	1-Grade Below	2-Grades Below
1	165+	164	149-163	148-	
2	180+	179	165-178	149-164	148-
3	193+	192	180-191	165-179	164-
4	204+	203	193-202	180-192	179-
5	213+	212	204-211	193-203	192-
6	220+	219	213-218	204-212	203-
7	226+	225	220-224	213-219	212-
8	231+	230	226-229	220-225	219-
9	234+	233	231-232	226-230	225-

Winter MAP Reading RIT Score

Grade	Above Grade Level	At Grade Level	Below Grade Level	1-Grade Below	2-Grades Below
1	168+	167	152-166	151-	
2	187+	186	168-185	152-167	151-
3	198+	197	187-196	168-186	167-
4	206+	205	198-204	187-197	186-
5	212+	211	206-210	198-205	197-
6	216+	215	212-214	206-211	205-
7	220+	219	216-218	212-215	211-
8	223+	222	220-221	216-219	215-
9	224+	223		220-222	219-

Winter MAP Math RIT Score

Grade	Above Grade Level	At Grade Level	Below Grade Level	1-Grade Below	2-Grades Below
1	172+	171	153-170	152-	
2	187+	186	172-185	153-171	152-
3	200+	199	187-198	172-186	171-
4	209+	208	200-207	187-199	186-
5	217+	216	209-215	200-208	199-
6	223+	222	217-221	209-216	208-
7	229+	228	223-227	217-222	216-
8	233+	232	229-231	223-228	222-
9	235+	234	233	229-232	228-

Spring MAP Reading RIT Score

Grade	Above Grade Level	At Grade Level	Below Grade Level	1-Grade Below	2-Grades Below
1	174-187	173	156-172	155-	
2	191-209	190	174-189	156-173	155-
3	201-218	200	191-199	174-190	173-
4	208-225	207	201-206	191-200	190-
5	213-230	212	208-211	201-207	200-
6	217-234	216	213-215	208-212	207-
7	220-237	219	217-218	213-216	212-
8	224-240	223	220-222	217-219	216-
9	225-242	224		220-223	219-

Spring MAP Math RIT Score

Grade	Above Grade Level	At Grade Level	Below Grade Level	1-Grade Below	2-Grades Below
1	179+	178	159-177	158-	
2	192+	191	179-190	159-178	158-
3	204+	203	192-202	179-191	178-
4	212+	211	204-210	192-203	191-
5	221+	220	212-219	204-211	203-
6	226+	225	221-224	212-220	211-
7	231+	230	226-229	221-225	220-
8	235+	234	231-233	226-230	225-
9	237+	236	235	231-234	230-

Text Level Correlation Chart

ASSESSMENT

READING

Grade Level Equivalent	MONDO Reading Stages	MONDO Bookshop Levels	Fountas & Pinnell Independ. Reading Levels	Rigby PM/PM Plus Benchmark Levels	Wright Group McGraw-Hill	DRP - Degrees Reading Power	Lexiles	Reading Recovery Levels	PALS Assessment Levels	DRA/ DRA 2 Independ. Reading Levels	QRI - IV		
Beginning Kindergarten	Early Emergent	A	A	Starters 1	A	NA	BR	A, B 1	Readiness	A 1			
Middle Kindergarten	Early Emergent	B	B**	Starters 2	B	NA	BR	2	Readiness	2			
End Kindergarten	Emergent	C	C	3-4 red	C	NA	BR	3	Pre-Primer A	3	Pre-Primer		
Beginning First Grade	Emergent	D	D	5-6 red/yellow	D	NA	100 200	4 5 6	Pre-Primer A Pre-Primer B	4	Pre-Primer		
Middle First Grade	Beginning	E	E	7-8 yellow	F	NA	200	7 8 9 10 11 12	Pre-Primer C	6-8	Primer (1.1)	Primer (1.1)	
End First Grade	Transitional	H	H	13-14 green 15-16 orange	I	38	300	14 15 16	First (1.2)	14	First (1.2)	First (1.2)	
Beginning Second Grade	Transitional	J	J	17-18 turquoise	K	41	300	17 18	First (1.2)	16 18	Second (2.2)	Second (2.2)	
Middle Second Grade	Transitional	K	K	19-20 purple 21 gold	L	43	300	19	Second (2.1)	20	Second (2.1)	Second (2.1)	
End Second Grade	Early Established	L	L**	22 gold	M	44	400	20	Second (2.2)	24	Second (2.2)	Second (2.2)	
Grade Three	Early Established	M	M	23 silver 24 silver 25 emerald	N	44	500	21 22 23 24	Third (3.2)	28	Third (3.2)	Third (3.2)	

Text Level Correlation Chart

READING				ASSESSMENT							
Grade Four	Established	Q R S	Q,R S,T**	26 emerald 27 ruby 28 ruby	ST	48 50	700 750	25 26	Fourth (4.2)	40	Fourth (4.2)
Grade Five	Established	T U V W	T U V W**	29 sapphire* 30 sapphire	53	750 850	27 28	Fifth (5.2)	50	Fifth (5.2)	
Grade Six	Established	X Y	X Y	54	850 950	29 30	Sixth (6.2)	60	Sixth (6.2)		
Grade Seven	Established	Z	Z	57	950 1000	31 32	Upper Middle School	70	Upper Middle School		
Grade Eight	Established	Z	Z	59	1000 1100	33 34	Upper Middle School	80	Upper Middle School		

* 29 sapphire corresponds to T (Fountas & Pinnell)
 ** Indicates NCEE Independent Benchmarks
 Lexiles are approximate and from Column on Text Range
 Lexiles overlap at each grade level

This table shows how these levels correlates to Mondo Bookshop and District Assessments

1. MONDO Bookshop, (New York, NY: MONDO Publishing 2008)
2. Fountas and Pinnell, *Matching Books to Readers; Using Leveled Books in Guided Reading K-3 Leveled Books for Readers Grades 3-6* (Portsmouth, NH: Heinemann, 1999)
3. Rigby PM & PM Plus (Barrington, IL: Rigby)
4. The Wright Group/McGraw Hill: Bothell, WA
5. Stener, Smith, Burdock, *The Lexile Framework for Reading* (Durham, NC: MetaMetrics, Inc. 1984)
6. Reading Recovery is a registered service mark of Ohio State University
7. Invernizzi, Meier and Juel, *Phonological Awareness Literacy Screening (PALS)*, Richmond, VA, 2004
8. Beaver, Joetta, *Developmental Reading Assessment Resource Guide 2* (Glenview, IL: Celebration Press, 2006)
9. Lauren Leslie and JoAnne Caldwell, *Qualitative Reading Inventory-4*, (Boston, MA: Pearson, 2006)

MS Social Studies – Sixth Grade

Class Profile
MS Social Studies – Sixth Grade

1. Student Name	RISK FACTORS							OTHER ASSESSMENTS			SUBJECT ASSESSMENT	Comments	
	Pre-req. Course Grade C or below	Special Education	Free & Reduced Lunch	Migrant	English Lang. Learner	Retained	Attendance or Tardy Issues	Destructive Behaviors	5 th Grade Writing SBA	6 th Grade Reading MAP - Fall	Fifth Grade Writing Assessment (of 15)		6 th Grade Social Studies Pre-test (Out of 50)
2.									Below Proficient	200	11	25	
3.									Proficient	220	8	35	
4.									Proficient	198	12	26	
5.	X		X					X	Below Proficient	189	8	20	
6.									Below Proficient	212	9	38	
7.	X						X		Proficient	210	11	20	
8.									Proficient	218	13	40	
9.			X		X	X	X		Far Below Proficient	179	8	25	
10.	X	X Math	X	X			X	X	Far Below Proficient	201	10	35	

MS Social Studies – Sixth Grade

Subject Assessment: Pre- and Post- Social Studies Exams (Based on American History & Geography Standards) Modified exams of textbook series
 Sixth Grade Middle School Social Studies Class
 Beginning of the Year Data

Student	Pre-Test (Out of 50)	Mid-Year (Out of 50)	Post-Test (Out of 100)	Notes and Observations
1.	35			Multiple Choice: good knowledge of world geography, ancient civilizations weak in Am. History, Extended Response: good writer, struggles to make clear points and summary statements
2.	25			Multiple Choice: Am. History knowledge good, weak in world geography and ancient civilization Extended Response: responses weak in detail and support evidence
3.	35			Multiple Choice: strong knowledge, weak in geography Extended Response: good writer, works fast, not a lot of detail
4.	26			Multiple Choice: Am. Hist. weaker, Am. Civilization, geography stronger than average Extended Response: flow of writing not strong at points hard to follow
5.	20			Multiple Choice: weak equally in all three areas – weakest in Am. History. Extended Response: fair writer, content knowledge weak, writing demonstrated lack of organization
6.	38			Multiple Choice: strong basic knowledge in all areas Extended Response: writes with little voice, rephrases most of the work, needs to work on writing with voice
7.	20			Multiple Choice: weak in Am. History and ancient civilization, good knowledge of geography Extended Response: good content response in noted areas weak in responding with deep evidence, lacked organization and ability to summarize
8.	40			Multiple Choice: strong content knowledge Extended Response: good writer – needs to be challenged to justify thoughts with content knowledge
9.	25			Multiple Choice: Am. History weak, Ancient civilization good base, geography strongest area Extended Response: writing weak in punctuation and grammar, good strong thoughts however especially when talking about world geography and cultures
10.	35			Multiple Choice: Strong knowledge in all areas, weakest in geography. Extended Response: good writer often writes without connecting back to text. Good thinker.

MS Social Studies – Sixth Grade

Trend Data: Social Studies Exams
Modified exams of textbook series
(Based on Social Studies & ELA Standards)
Sixth Grade Middle School Social Studies Class
Last Year Results

Student	Pre-Test (Out of 50)	Mid-Year (Out of 50)	Post-Test (Out of 100)
A	25	30	75
B	25	36	70
C	40	37	83
D	22	27	60
E	27	35	72
F	30	35	80
G	34	40	90
H	28	28	56
I	23	29	70
J	35	39	87

Standard or learning Targets addressed by Exams

CCSS.ELA-LITERACY.RH.6-8-4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8-7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Consider using **District 6th Grade Social Studies Curriculum**

MS Social Studies – Sixth Grade

Student MAP Scores

Student MAP testing results are reported in RIT scores (short for Rasch Unit). A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school. You may have a chart in your home on which you mark your child's height at certain times, such as on his or her birthday. This is a growth chart to show how much he or she has grown from one year to the next. MAP assessments do the same sort of thing, except they measure your student's growth in mathematics, reading, and language usage. The RIT scale is an equal-interval scale much like feet and inches on a yardstick. It is used to chart your child's academic growth from year to year. This type of score increases the value of the tests as a tool to improve student learning because it enables teachers to pinpoint what students have learned and what students are ready to learn.

Understanding the RIT Score

The charts on the inside of this brochure show national median RIT scores for grades 1-9 in a typical school district. You may use these charts to help determine if your student is performing at, above, or below grade level compared to students across the nation.

It is important to understand that the MAP test is one test at one point in time. It does not measure intelligence or a student's capacity for learning. When making important decisions about students, school staff will consider the MAP test results along with other data such as classroom performance, other test scores, and input from parents and teachers.

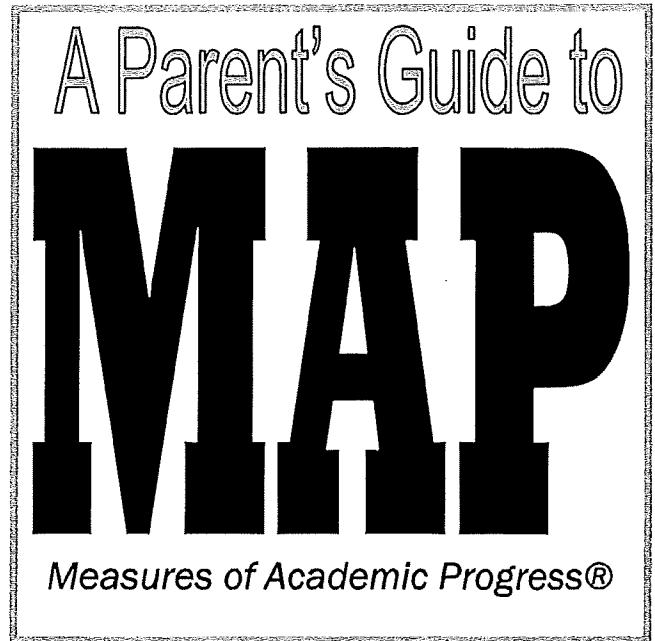
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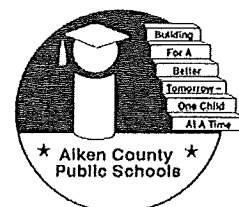


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MS Social Studies – Sixth Grade

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Three (3) times per year

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- On the computer under adult supervision in the school setting
- Adjusts to a student's skill level so that each student takes an individualized test

WHAT TESTS ARE GIVEN?

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2nd–9th	✓	✓	✓

Growth Guideline Chart

The chart below shows the NATIONAL grade level scores for 1st-9th graders who tested in Fall and Spring. This shows the yearly growth that is *typical* for each grade level. When you review your child's scores, you can check to see if his/her growth is *above, at, or below average*, compared to students in the same grade.

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6	213	216	3	6	219	225	6
7	217	219	2	7	225	230	5
8	220	223	3	8	230	234	4
9	222	224	2	9	233	236	3

Is my child on grade level?

Fall MAP Reading RIT Score

Grade	Above Grade Level	At Grade Level	Below Grade Level	1-Grade Below	2-Grades Below
1	161+	160	147-159	146-	
2	180+	179	161-178	147-160	146-
3	193+	192	180-191	161-179	160-
4	202+	201	193-200	180-192	179-
5	209+	208	202-207	193-201	192-
6	214+	213	209-212	202-208	201-
7	218+	217	214-216	209-213	208-
8	221+	220	218-219	214-217	213-
9	223+	222	221	218-220	217-

Fall MAP Math RIT Score

Grade	Above Grade Level	At Grade Level	Below Grade Level	1-Grade Below	2-Grades Below
1	165+	164	149-163	148-	
2	180+	179	165-178	149-164	148-
3	193+	192	180-191	165-179	164-
4	204+	203	193-202	180-192	179-
5	213+	212	204-211	193-203	192-
6	220+	219	213-218	204-212	203-
7	226+	225	220-224	213-219	212-
8	231+	230	226-229	220-225	219-
9	234+	233	231-232	226-230	225-

Winter MAP Reading RIT Score

Grade	Above Grade Level	At Grade Level	Below Grade Level	1-Grade Below	2-Grades Below
1	168+	167	152-166	151-	
2	187+	186	168-185	152-167	151-
3	198+	197	187-196	168-186	167-
4	206+	205	198-204	187-197	186-
5	212+	211	206-210	198-205	197-
6	216+	215	212-214	206-211	205-
7	220+	219	216-218	212-215	211-
8	223+	222	220-221	216-219	215-
9	224+	223		220-222	219-

Winter MAP Math RIT Score

Grade	Above Grade Level	At Grade Level	Below Grade Level	1-Grade Below	2-Grades Below
1	172+	171	153-170	152-	
2	187+	186	172-185	153-171	152-
3	200+	199	187-198	172-186	171-
4	209+	208	200-207	187-199	186-
5	217+	216	209-215	200-208	199-
6	223+	222	217-221	209-216	208-
7	229+	228	223-227	217-222	216-
8	233+	232	229-231	223-228	222-
9	235+	234	233	229-232	228-

Spring MAP Reading RIT Score

Grade	Above Grade Level	At Grade Level	Below Grade Level	1-Grade Below	2-Grades Below
1	174-187	173	156-172	155-	
2	191-209	190	174-189	156-173	155-
3	201-218	200	191-199	174-190	173-
4	208-225	207	201-206	191-200	190-
5	213-230	212	208-211	201-207	200-
6	217-234	216	213-215	208-212	207-
7	220-237	219	217-218	213-216	212-
8	224-240	223	220-222	217-219	216-
9	225-242	224		220-223	219-

Spring MAP Math RIT Score

Grade	Above Grade Level	At Grade Level	Below Grade Level	1-Grade Below	2-Grades Below
1	179+	178	159-177	158-	
2	192+	191	179-190	159-178	158-
3	204+	203	192-202	179-191	178-
4	212+	211	204-210	192-203	191-
5	221+	220	212-219	204-211	203-
6	226+	225	221-224	212-220	211-
7	231+	230	226-229	221-225	220-
8	235+	234	231-233	226-230	225-
9	237+	236	235	231-234	230-

Class Profile
High School Spanish II Grade: 10th – 12th

	RISK FACTORS							OTHER ASSESSMENTS			SUBJECT ASSESSMENT	
	Pre-req. Course Grade C or below	Special Education	Free & Reduced Lunch	Migrant	English Lang. Learner	Retained/ Credit deficient	Attendance or Tardy Issues	Destructive Behaviors	Writing SBA (Last one taken)	9 th Grade Reading MAP RIT Score	Spanish I End or Course Self-Assessment (of 48)	Spanish II Fall Readiness/Review (Out of 40)
1.				X					Proficient	222	35	18
2.									Below Proficient	218	25	11
3.									Proficient	225	35	8
4.									Proficient	207	26	20
5.	X		X					X	Below Proficient	215	20	15
6.									Below Proficient	221	38	9
7.	X						X		Proficient	230	20	11
8.									Proficient	225	40	15
9.			X		X	X	X		Far Below Proficient	194	25	8
10.	X	X ^{Math}	X	X			X	X	Far Below Proficient	215	35	10

High School Spanish II Grade: 10th – 12th

Subject Assessment: Pre- and Post- Spanish II Exams (Based on Spanish World Language Standards) Created by District Team of Spanish Teachers

Grades: 10th – 12th

Beginning of the Year Data

Student	Fall Readiness/ Review (Out of 40)	First Semester Exam (Out of 40)	Spring End-of-Course Exam (Out of 100)	Teacher's Observation Notes
1.	18			Is able to communicate in all areas at expected level with noted strengths in reading and writing – could use confidence building in speaking –
2.	11			Beyond simple language use in all three areas – weakest when challenged to follow multi-step directions, especially when not given many visual cues
3.	8			At a very basic level across all three areas – weakest in writing – does have a few learned phrases and memorized expressions that is consistently relied on. Not aware of her weaknesses.
4.	20			Overall skills strong – ready to go to next level – almost level three skills
5.	15			Writing skills strong, read comparable to others, nervous about speaking in small and large groups -- could use work with words phrases related to daily activities
6.	9			Skills not transferred to writing and speaking in large groups
7.	11			Beyond simple language use in all three areas – relies heavily of visual or context cues
8.	15			Overall skills strong – ready to go next level – almost level three skills
9.	8			Understands familiar topics can write and read them, but not always able to transfer in speaking and listening
10.	10			Can understand what is happening in short conversations about things familiar, weak in writing the same things, listens and understands short conversations

High School Spanish II Grade: 10th – 12th

Trend Data: Pre-, Mid-, and Post- Spanish II Exams
(Based on Spanish World Language Standards)
Created by District Team of Spanish Teachers
Grades: 10th – 12th
Previous school year data

Student	Fall Readiness/Review (Out of 40)	First Semester Exam (Out of 40)	Spring End-of-Course Exam (Out of 100)
A.	17	33	73
B.	13	32	85
C.	8	30	70
D.	21	25	65
E.	13	21	55
F.	7	25	50
G.	9	25	81
H.	15	36	82
I.	23	29	68
J.	35	40	90

Standard Addressed by Assessment

National Standards for Foreign Language Learning Communication

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Student MAP Scores

Student MAP testing results are reported in RIT scores (short for Rasch Unit). A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school. You may have a chart in your home on which you mark your child's height at certain times, such as on his or her birthday. This is a growth chart to show how much he or she has grown from one year to the next. MAP assessments do the same sort of thing, except they measure your student's growth in mathematics, reading, and language usage. The RIT scale is an equal-interval scale much like feet and inches on a yardstick. It is used to chart your child's academic growth from year to year. This type of score increases the value of the tests as a tool to improve student learning because it enables teachers to pinpoint what students have learned and what students are ready to learn.

Understanding the RIT Score

The charts on the inside of this brochure show national median RIT scores for grades 1-9 in a typical school district. You may use these charts to help determine if your student is performing at, above, or below grade level compared to students across the nation.

It is important to understand that the MAP test is one test at one point in time. It does not measure intelligence or a student's capacity for learning. When making important decisions about students, school staff will consider the MAP test results along with other data such as classroom performance, other test scores, and input from parents and teachers.

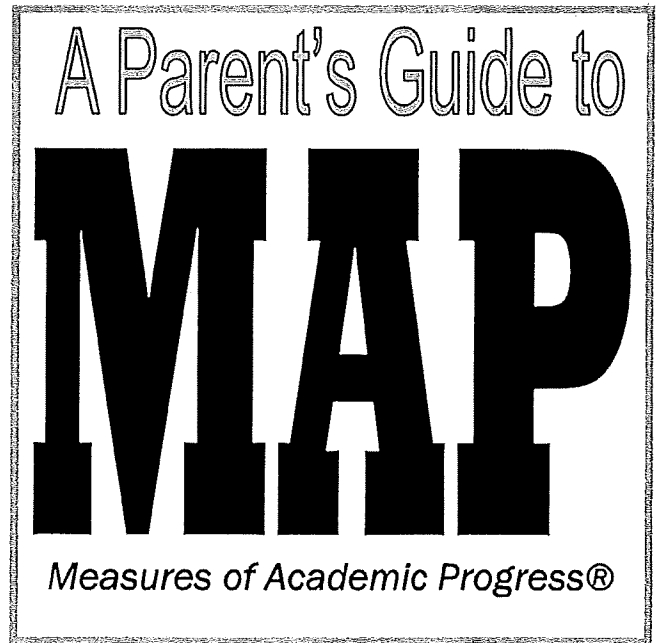
Growth Over Time

We expect RIT scores to increase over time. Typically, younger students show more growth in one year than older students. Students who test above grade level often show less growth. Sometimes RIT scores may decline from one test to the next. One low test score is not cause for immediate concern. Like adults, students have good and bad days and their test results do not always indicate what they know. Students' attitudes toward the test can also affect their score. Therefore, growth over time is a better measure of student learning.

Parents and guardians should become comfortable with the understanding that individuals will grow at different rates. Anticipated growth rates for each student are based on national norms and should be viewed as "typical" growth, not expected growth. Teachers and principals have participated in training to learn what the MAP test results mean and how to best utilize the results. Our goal is for teachers to use the data to differentiate and adjust instruction so that all students grow at levels appropriate for each individual.

If you have immediate questions, please contact your student's classroom teacher (elementary) or math or English teacher (middle and high school) or your building principal.

Alken County Public Schools
1000 Brookhaven Drive
Aiken, South Carolina 29803
803-641-2428
www.alken.k12.sc.us

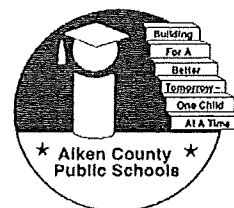


WHAT IS MAP?

Measures of Academic Progress (MAP) is a state-aligned computerized adaptive assessment program that provides Aiken County educators with the information they need to improve teaching and learning and make student-focused, data-driven decisions. Students in grades one through nine are tested three times per year in math, reading, and language usage. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement.

MAP:

- Is not an accountability test
- Generates test questions based on student responses
- Reports student results in RIT scores (see back page)
- Gives immediate results
- Is aligned to SC curriculum standards
- Measures growth over time
- Provides information used to target individual instruction



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High School Spanish II Grade: 10th – 12th

WHEN ARE TESTS GIVEN?

Three (3) times per year

September/October (Fall) December/January (Winter) March (Spring)

HOW ARE TESTS GIVEN?

- On the computer under adult supervision in the school setting
- Adjusts to a student's skill level so that each student takes an individualized test

WHAT TESTS ARE GIVEN?

Grade	Reading	Math	Language
1st	✓	✓	
2nd–9th	✓	✓	✓

Growth Guideline Chart

The chart below shows the NATIONAL grade level scores for 1st-9th graders who tested in Fall and Spring. This shows the yearly growth that is *typical* for each grade level. When you review your child's scores, you can check to see if his/her growth is *above, at, or below average*, compared to students in the same grade.

Grade	Reading		Year's Growth	Grade	Math		Year's Growth
	Fall	Spring			Fall	Spring	
1	160	173	13	1	164	178	14
2	179	190	11	2	179	191	12
3	192	200	8	3	192	203	11
4	201	207	6	4	203	211	8
5	208	212	4	5	212	220	8
6	213	216	3	6	219	225	6
7	217	219	2	7	225	230	5
8	220	223	3	8	230	234	4
9	222	224	2	9	233	236	3

Fall MAP Reading RIT Score

Grade	Above Grade Level	At Grade Level	Below Grade Level	1-Grade Below	2-Grades Below
1	161+	160	147-159	146-	
2	180+	179	161-178	147-160	146-
3	193+	192	180-191	161-179	160-
4	202+	201	193-200	180-192	179-
5	209+	208	202-207	193-201	192-
6	214+	213	209-212	202-208	201-
7	218+	217	214-216	209-213	208-
8	221+	220	218-219	214-217	213-
9	223+	222	221	218-220	217-

Fall MAP Math RIT Score

Grade	Above Grade Level	At Grade Level	Below Grade Level	1-Grade Below	2-Grades Below
1	165+	164	149-163	148-	
2	180+	179	165-178	149-164	148-
3	193+	192	180-191	165-179	164-
4	204+	203	193-202	180-192	179-
5	213+	212	204-211	193-203	192-
6	220+	219	213-218	204-212	203-
7	226+	225	220-224	213-219	212-
8	231+	230	226-229	220-225	219-
9	234+	233	231-232	226-230	225-

Winter MAP Reading RIT Score

Grade	Above Grade Level	At Grade Level	Below Grade Level	1-Grade Below	2-Grades Below
1	168+	167	152-166	151-	
2	187+	186	168-185	152-167	151-
3	198+	197	187-196	168-186	167-
4	206+	205	198-204	187-197	186-
5	212+	211	206-210	198-205	197-
6	216+	215	212-214	206-211	205-
7	220+	219	216-218	212-215	211-
8	223+	222	220-221	216-219	215-
9	224+	223		220-222	219-

Winter MAP Math RIT Score

Grade	Above Grade Level	At Grade Level	Below Grade Level	1-Grade Below	2-Grades Below
1	172+	171	153-170	152-	
2	187+	186	172-185	153-171	152-
3	200+	199	187-198	172-186	171-
4	209+	208	200-207	187-199	186-
5	217+	216	209-215	200-208	199-
6	223+	222	217-221	209-216	208-
7	229+	228	223-227	217-222	216-
8	233+	232	229-231	223-228	222-
9	235+	234	233	229-232	228-

Spring MAP Reading RIT Score

Grade	Above Grade Level	At Grade Level	Below Grade Level	1-Grade Below	2-Grades Below
1	174-187	173	156-172	155-	
2	191-209	190	174-189	156-173	155-
3	201-218	200	191-199	174-190	173-
4	208-225	207	201-206	191-200	190-
5	213-230	212	208-211	201-207	200-
6	217-234	216	213-215	208-212	207-
7	220-237	219	217-218	213-216	212-
8	224-240	223	220-222	217-219	216-
9	225-242	224		220-223	219-

Spring MAP Math RIT Score

Grade	Above Grade Level	At Grade Level	Below Grade Level	1-Grade Below	2-Grades Below
1	179+	178	159-177	158-	
2	192+	191	179-190	159-178	158-
3	204+	203	192-202	179-191	178-
4	212+	211	204-210	192-203	191-
5	221+	220	212-219	204-211	203-
6	226+	225	221-224	212-220	211-
7	231+	230	226-229	221-225	220-
8	235+	234	231-233	226-230	225-
9	237+	236	235	231-234	230-

Contact

Oregon Department of Education

Brian Putnam
Education Specialist
Office 503.947.5806
brian.putnam@state.or.us

Sarah Martin
Educator Effectiveness
Education Specialist,
Instructional Resources
Office 503.947.5668
sarah.martin@state.or.us

Sarah Phillips
Educator Effectiveness
Education Specialist
Office 503.947.5783
sarah.phillips@state.or.us

Education Northwest

Mark Endsley
Senior Advisor
Education Northwest
Office 503.275.9643
mark.endsley@educationnorthwest.org

Hella Bel Hadj Amor, Ph.D.
Practice Expert: Education Policy and
Research
Education Northwest
Office 503.275.9587
hella.belhadjamor@educationnorthwest.org





Exit Ticket

How to help your teachers set rigorous student learning and growth (SLG) goals – August 6, 2015

Please pick the three areas where you could use the most support and rank them.

Areas for Further Support	Priority (1, 2, and 3)
Deep dive into select components of the template	
Critical review of examples from other OR districts	
Critical review of examples from other states	
Assessment literacy	
Data literacy for this context	
Common target setting methods	
Scoring SLGs goals	
Taking student attendance into account	
Practice with the overall rating matrix	
More writing workshops	
Longer writing workshop	
Writing workshop using our own data	
Inter-rater reliability	
How to have effective PLCs for this process	
Reporting to the state	
Pre- and post-conferences – principles and practice	
Effective feedback – principles and practice	
Difficult conversations – principles and practice	
Other:	
Other:	
Other:	
Other:	
Other:	
Other:	
Other:	