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

Dr. Adam Withycombe
Content Design Supervisor
Agenda

• Who is NWEA?
• Our Data
• Early Learning Products
• Our Instructional Resources
• 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
NWEA: What We Do

• 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)
MPG Assessments-Screening Tests

• 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
– 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
MPG Assessments-Screening Tests

Early Literacy Screening - Test Functionality

- Matching Sounds
- Visual Discrimination of Words
- Understanding Pre-Reading Behaviors

0,1,2,3 Correct

Core Concepts

<table>
<thead>
<tr>
<th>Core Concepts</th>
<th># Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhyming Pictures (Phonemic Awareness)</td>
<td>5</td>
</tr>
<tr>
<td>Letter Identification (Letter ID)</td>
<td>5</td>
</tr>
<tr>
<td>Orientation to the Page (Concepts of Print)</td>
<td>5</td>
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</tbody>
</table>

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

Early Numeracy Screening - Test Functionality

- Rote Counting
- Matching

0,1,2,3 Correct

Core Concepts

<table>
<thead>
<tr>
<th>Core Concepts</th>
<th># Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counts 1–10</td>
<td>1</td>
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<tr>
<td>One-to-One Correspondence</td>
<td>4</td>
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<tr>
<td>Number/Numeral 1–10</td>
<td>5</td>
</tr>
<tr>
<td>Computation w/ Manipulatives</td>
<td>5</td>
</tr>
</tbody>
</table>

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 Number/Numeral 1–10 items correctly, the student is presented with 5 items in Number/Numeral 11–20 area, whereas if they answered <4 correctly in this area, they would see 5 Matching items.

4 or 5 Correct

More difficult concepts

One-to-One Correspondence 11-20

Number/Numeral 11-20

Computation w/ Manipulatives
## MAP® for Primary Grades: Student Report

### Screening: Reading Early Literacy

<table>
<thead>
<tr>
<th>Skills/Sub-skills</th>
<th>Overall Score</th>
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<tbody>
<tr>
<td><strong>Phonological Awareness</strong></td>
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<tr>
<td>Matching Sounds</td>
<td>40%</td>
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<tr>
<td>Rhyming Sounds</td>
<td>20%</td>
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<tr>
<td>Manipulating Sounds</td>
<td>60%</td>
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<tr>
<td><strong>Visual Discrimination/Phonics</strong></td>
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<tr>
<td>Visual Discrimination</td>
<td>70%</td>
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<tr>
<td>Letter Identification</td>
<td>100%</td>
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<tr>
<td>Matching Letters to Sounds</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Concepts of Print</strong></td>
<td></td>
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<tr>
<td>Concepts of Print – Pre-K</td>
<td>N/A</td>
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<tr>
<td>Concepts of Print – Beginning K</td>
<td>80%</td>
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<tr>
<td>Concepts of Print – K-1</td>
<td>60%</td>
</tr>
</tbody>
</table>

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

**Test Date:** 
Nov 12, 2014

**District:** NWEA Sample District 3

**School:** St. Helene Elementary School

**Teacher:** Sloan, Sue

**Class:** Class 01

**Date Range:** Nov 15, 2013 to Nov 14, 2014

**Lambert, Bret**

**Student ID:** 838888
• 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
**Skills Checklist Reports**

**MAP® for Primary Grades: Class Report**

**Screening: Reading Early Literacy**

**MAP for Primary Grades Class Report**

<table>
<thead>
<tr>
<th>Skills/Sub-skills</th>
<th>Scores</th>
<th>Total # of Students</th>
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<td>Phonological Awareness</td>
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<tr>
<td>Matching Sounds</td>
<td>3</td>
<td>4</td>
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<td>Rhyming Sounds</td>
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<td>4</td>
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<tr>
<td>Manipulating Sounds</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Visual Discrimination/Phonics</td>
<td>1</td>
<td>4</td>
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<tr>
<td>Visual Discrimination</td>
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<td>4</td>
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<tr>
<td>Letter Identification</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Matching Letters to Sounds</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Concepts of Print</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Concepts of Print – Pre-K</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Concepts of Print – Beginning K</td>
<td>1</td>
<td>4</td>
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<tr>
<td>Concepts of Print – K-1</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

*Low: 0% to 40%  
Medium: >40% to <80%  
High: 80% to 100%  
N/A: Sub-skill not evaluated*
# MAP® for Primary Grades: Student Report

Skills Checklist: Reading Decoding Patterns – Word Families

## Student Information

- **Name:** Lambert, Bret
- **Student ID:** 838838
- **District:** NWEA Sample District 3
- **School:** St. Helen Elementary School
- **Teacher:** Sloan, Sue
- **Class:** Class 01
- **Date Range:** Nov 15, 2013 to Nov 14, 2014

## Skills Checklist: Reading Decoding Patterns – Word Families

<table>
<thead>
<tr>
<th>Skills/Sub-skills</th>
<th>Overall Score</th>
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<tbody>
<tr>
<td><strong>Word Families</strong></td>
<td><strong>50%</strong></td>
</tr>
</tbody>
</table>

- **ack**: 100%
- **imp**: 100%
- **ing**: 0%
- **ink**: 0%
- **ock**: 0%
- **old**: 100%
- **onk**: 0%
- **uck**: 0%
- **ump**: 100%

- **ink**: 0%
- **ank**: 0%
- **ash**: 100%
- **oll**: 100%
- **est**: 100%
- **ick**: 100%
- **ight**: 0%
- **ild**: 0%
- **ill**: 100%

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

Test Date: Nov 12, 2014
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
### 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**

<table>
<thead>
<tr>
<th>Name (Student ID)</th>
<th>Gr</th>
<th>Test Date</th>
<th>RIT (±/Std. Err)</th>
<th>Percentile (±/Std Err)</th>
<th>Lexile® Range</th>
<th>Test Duration</th>
<th>Goal Performance</th>
<th>Note</th>
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<tr>
<td>Runzizi, Cedric R. (S11002304)</td>
<td>1</td>
<td>12/20/12</td>
<td>111-114-117</td>
<td>1-1-1</td>
<td>BR</td>
<td>22 m</td>
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<td>97-119</td>
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<td>133-138-142</td>
<td>2-4-8</td>
<td>BR</td>
<td>17 m</td>
<td>122-137</td>
<td>132-149</td>
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<td>Landing, Meyer H. (S11001915)</td>
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<td>136-139-142</td>
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<td>24 m</td>
<td>138-153</td>
<td>127-147</td>
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<td>Bright, Alexander R. (S11001999)</td>
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<td>12/20/12</td>
<td>145-148-151</td>
<td>12-17-24</td>
<td>BR</td>
<td>25 m</td>
<td>150-165</td>
<td>139-164</td>
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<td>17-24-32</td>
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<td>33 m</td>
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<td>134-151</td>
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<td>145-160</td>
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<td>157-160-163</td>
<td>41-50-64</td>
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<td>48 m</td>
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<td>150-165</td>
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<td>159-162-165</td>
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<td>57 m</td>
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<td>42 m</td>
<td>157-173</td>
<td>156-170</td>
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<td>48 m</td>
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<td>161-175</td>
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<td>Vigne, Dade E. (S11001919)</td>
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<td>166-169-172</td>
<td>68-76-82</td>
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<td>64 m</td>
<td>161-176</td>
<td>169-183</td>
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<tr>
<td>Donuwit Mogoa, Kory R.</td>
<td>1</td>
<td>12/20/12</td>
<td>170-173-176</td>
<td>78-84-90</td>
<td>BR</td>
<td>68 m</td>
<td>161-176</td>
<td>169-183</td>
</tr>
</tbody>
</table>

**Explanation 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.

1. 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.
# 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:** TP06018 Saba Homeroom 1(A)

Create a PDF version of this report  

MAP: Reading Primary Grades Common Core 2013/Common Core English Language Arts K-12: 2010

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<th>Goal</th>
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<th>171-180</th>
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<td>R. T. Lambert (138)</td>
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<tr>
<td>K. P. Danewirth Moges (173)</td>
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</table>

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.
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

Mathematics (MAP: Math 6+ Common Core 2010 V2)

Overall RIT Score: 212
Goal Performance:
1. Real and Complex Number Systems: 211–225
2. Algebraic Thinking: 212–226

Student Action Plan:

Projected RIT My Goal RIT Growth
FA13 217

Reading (MAP: Reading 6+ Common Core 2010)

Overall RIT Score: 217
Goal Performance:
5. Literature: 210–222
7. Vocabulary Acquisition and Use: 216–230
8. Lexile® Range: 807–957L

Student Action Plan:
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

## MAP: Math 2-5 Common Core 2010 V2

### Geometric Measurement and Problem Solving

**Reinforce skills & concepts**
- Time
  - Reads analog clocks to the nearest five minutes
  - Reads analog clocks to the nearest minute
  - Solves elapsed-time word problems across both minutes and hours
  - Understands time interval concepts: quarter to, half past, etc.
  - Completes complex conversions of more than two units of time
  - Completes simple conversions of units of time
  - Determines elapsed time across both minutes or hours using clocks
  - Determines elapsed time across either minutes or hours using clocks

- Area
  - Determines areas of figures composed of whole unit squares
  - Determines areas of rectangles with whole number sides, given the formula
  - Estimates area of figures using square units

**Develop skills & concepts**
- Time
  - Reads analog clocks to the nearest five minutes
  - Reads analog clocks to the nearest minute
  - Solves elapsed-time word problems across both minutes or hours
  - Solves elapsed-time word problems across either minutes and hours
  - Solves multi-step time word problems involving conversion across seconds, minutes, hours, etc.
  - Understands time interval concepts: quarter to, half past, etc.
  - Completes complex conversions of more than two units of time
  - Completes simple conversions of units of time
  - Determines elapsed time across both minutes or hours using clocks
  - Determines elapsed time across either minutes or hours using clocks

- Area
  - Solves real-world and mathematical problems involving areas of rectangles
  - Understands the concept of area
  - Determines areas of figures composed of whole and partial unit squares
  - Determines areas of rectangles with whole number sides, given the formula
  - Determines areas of rectangles with whole-number sides
  - Estimates areas of figures using square units

**Introduce skills & concepts**
- Time
  - Solves elapsed-time word problems across both minutes and hours
  - Solves elapsed-time word problems across either minutes or hours
  - Solves multi-step time word problems involving conversion across seconds, minutes, hours, etc.
  - Completes complex conversions of more than two units of time
  - Completes simple conversions of units of time
  - Determines elapsed time across both minutes and hours using clocks

- Area
  - Solves real-world and mathematical problems involving areas of rectangles
  - Understands the concept of area
  - Determines areas of figures composed of whole and partial unit squares
  - Determines areas of rectangles with whole number sides, given the formula
  - Determines areas of rectangles with whole-number sides
  - Determines areas of rectangles with whole-number sides

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**Edit Display Options**

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<tr>
<th>111-120</th>
<th>121-130</th>
<th>131-140</th>
<th>141-150</th>
<th>151-160</th>
<th>161-170</th>
<th>171-180</th>
<th>181-190</th>
<th>191-200</th>
<th>201-210</th>
<th>211-220</th>
</tr>
</thead>
</table>

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**Measurement and Data**

**Geometric Measurement and Problem Solving**

- **Reinforce skills & concepts**
  - Time
  - Area

- **Develop skills & concepts**
  - Time
  - Area

- **Introduce skills & concepts**
  - Time
  - Area
# Learning Continuum - Class View

**4th Grade Homeroom**

**MAP: Math 2-5 Common Core 2010 V2**

---

## Measurement and Data

### Geometric Measurement and Problem Solving

<table>
<thead>
<tr>
<th>Range</th>
<th>Standard</th>
<th>Description</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>161-170</td>
<td>Perimeter/Circumference</td>
<td>Determines perimeters of basic polygons with all sides labeled</td>
<td>No students</td>
</tr>
<tr>
<td>171-180</td>
<td>Perimeter/Circumference</td>
<td>Determines perimeters of basic polygons with all sides labeled</td>
<td>J.A. Cambridge, Overall: 183, Goal Range: 163-177</td>
</tr>
<tr>
<td>181-190</td>
<td>Perimeter/Circumference</td>
<td>Determines perimeters of basic polygons with all sides labeled</td>
<td>No students</td>
</tr>
<tr>
<td>201-210</td>
<td>Perimeter/Circumference</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>211-220</td>
<td>Perimeter/Circumference</td>
<td>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</td>
<td>R.N. Sandoval, Overall: 212, Goal Range: 210-221, M.G. Moyer, Overall: 213, Goal Range: 206-218</td>
</tr>
</tbody>
</table>
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
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

Phonemic Awareness
First Grade, Winter Assessment

correct

correct w/ hint

incorrect

Phonemic Addition

Syllable Counting

Vowel Sound

Final Sound

Difficulty increases

Blending

Rhyming
• Scaffolding helps identify zone of proximal development

Fig. 1a. Responses after initial question

Fig. 1b. Responses after follow-up question
CPAA Reports

- Student reports track proficiency and growth over time
Class breakdown by subgoal helps identify needs and form instructional groups

<table>
<thead>
<tr>
<th>Students</th>
<th>Measurement</th>
<th>Numeracy</th>
<th>Operations</th>
<th>Patterns and Functions</th>
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<td>Bennick, Rosario</td>
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<td>Strejcok, Shalanda</td>
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<td>Abati, Trinity</td>
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<td>Debraga, Lizeth</td>
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<td>Greenleaf, Fred</td>
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<td>Locsin, Ulysses</td>
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<td>Bernacchi, Oliver</td>
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</table>
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 adam.withycombe@nwea.org

Thank you!
All Kids Learn.

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