

Parent/Teacher Conferences and MAP (Rev. 11/17)

What is MAP?

MAP stands for Measures of Academic Progress and was developed by the Northwest Education Association (NWEA).

MAP is designed to look at a student's academic achievement and growth over time in reading and mathematics.

MAP is given in all schools throughout Bay District.

MAP is a computer-adaptive test. In a computer-adaptive test, the difficulty of each new question is based on how your child answered the previous question. This means that each student takes his or her own personalized test, which is based on your child's own unique strengths and needs.

MAP is norm-referenced, which means that you can see how your child did on MAP in comparison with other students in the same grade across the country.

There is no time limit on the MAP tests, but most students take approximately 50 minutes to complete each test.

MAP assessment items are designed to align to Florida standards.

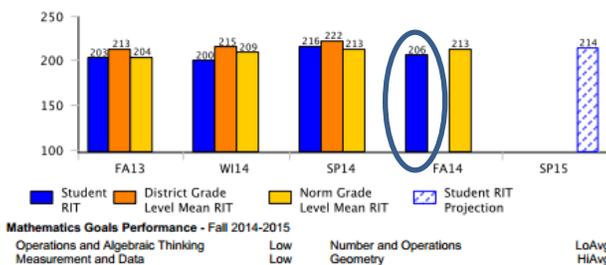
What is the Purpose of MAP?

MAP is designed to measure a student's academic achievement and growth over time in reading and mathematics.

Together with other classroom-based information, MAP data can help teachers make instructional decisions that match the needs of each child.

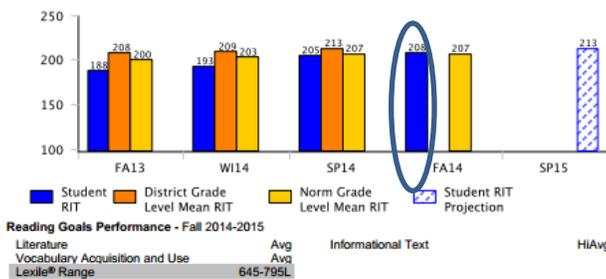
Where is my Child's Score on the MAP Report?

Mathematics



Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA14	05	206-206-09	13	9	21-31-38
SP14	04	216-216-19			51-60-68
WI14	04	197-200-03			11-26-34
FA13	04	203-203-06			33-48-57

Reading



Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA14	05	206-208-21	17	8	41-53-61
SP14	04	205-205-08			31-45-54
WI14	04	190-193-17			11-23-33
FA13	04	185-188-11			11-20-27

How did my child do on MAP?

Percentile Rank:

Look in the box on the right and find your child's percentile range. This tells you how your child scored in comparison with other students in the same grade, across the country who took the MAP assessment.

The child scored in the 53rd percentile for Reading. This means the child scored as well as or better than 53% of other 5th graders across the country on reading who took MAP.

Graph

- Look at the graph to determine if your child's score has increased each time he or she has taken the MAP assessment. (for returning MAP schools)
- Look at how your child (blue/first bar) compares with same grade peers within HCPSS (orange/middle bar); across the country (yellow/third bar)
- The Mathematics and Reading Goal Performance (at the bottom of each graph) give more detailed information about how your child performed in the areas assessed on MAP.
- ES example – the student performed “Average” in **Literature** and **Vocabulary Acquisition and Use** and “High Average” in **Informational**.
- **If the question comes up, the following percentile ranks go with each descriptor:**
- High 81st percentile – 99th percentile
- HiAvg 61st percentile - 80th percentile
- Avg 41st percentile – 60th percentile
- LoAvg 21st percentile – 40th percentile
- Low 1st percentile – 20th percentile

How MAP fits with other pieces of information?

“It is important to remember that MAP is one piece of information and should always be used and understood together with the other pieces of information collected on your child, such as classroom-based information, tests, quizzes, classwork, homework, etc.”

“Remember that MAP is multiple choice and does not include a writing component. To have a full picture of your child's academic skills, it is important to include all components of his/her progress and skills.”

What can the parent/family do to support the child?

General:

Make sure your child regularly attends schools so he/she can learn what is needed to be successful in school.

Provide a quiet place at home for your child to do homework assignments that reinforce what he/she is learning in school.

MAP:

Remind your child that there is no time limit to the MAP assessment and to take his/her time.

Discuss the MAP scores with your child. Discuss it with your child in a HOPEFUL way. Talk about what they did well. Ask them what they are proud of in their scores and where they want to improve next time.

Sample scripts for teachers to use when speaking with parent/guardian

“Here is Johnny’s MAP score report. You can see that he scored in the 31st percentile overall in math and the 53rd percentile overall in reading. This means that in math, he scored better than 31% of other 5th graders across the country, and in reading he scored better than 53% of other 5th graders across the country.

His area of strength in reading was with Information text, he scored in the High Average range. He scored in the Average range in the other areas of reading (Literature and Vocabulary Acquisition and Use). His strength in math was Geometry, which was in the High Average range. His challenges in math were in Operations/Algebraic Thinking and Measurement and Data, both in the Low range.

“Notice that he grew over the course of last year, meeting his growth projection in both reading and math. It looks like his growth has continued in reading into this fall, whereas, in math he went down slightly from the end of last year to this fall.

We would like to see Johnny grow and his score improve throughout the year. On the graph, you can see that NWEA’s projected growth is to go from 206 to 214 in math and from 208 to 213 in reading. Not all students across the country meet these projected growth ranges, but it gives us a general number for which to aim.

In the classroom, we see Johnny excelling in some of those same areas, and to help support his growth in the area of X, I am doing X in the curriculum. These are the ways I am supporting Johnny in the classroom... These are ways that you can support Johnny at home...”

Student’s MAP score is higher than you’d expect from classroom performance

“Johnny did really well on MAP. Remember that MAP is multiple choice and does not require the students to do any writing. We always want to look at many examples of how a child performs in order to get a full picture of the child’s skills. Let’s look at Johnny’s classroom performance to get a full picture of his skills.”

Student’s MAP score is lower than you’d expect from classroom performance

“Johnny did not do as well on MAP as what we are seeing in the classroom. This could be for a variety of reasons [did Johnny rush through the MAP? Was Johnny having a bad day? Was Johnny taking the MAP assessment seriously? Was taking the test on a computer a new format for Johnny and this contributed to his score? Was there an area that was tested on MAP that brought down his score, that we are also seeing in the classroom, and will now be an area of focus for Johnny?]