



Northwest Evaluation Association

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

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Content Design Supervisor

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

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

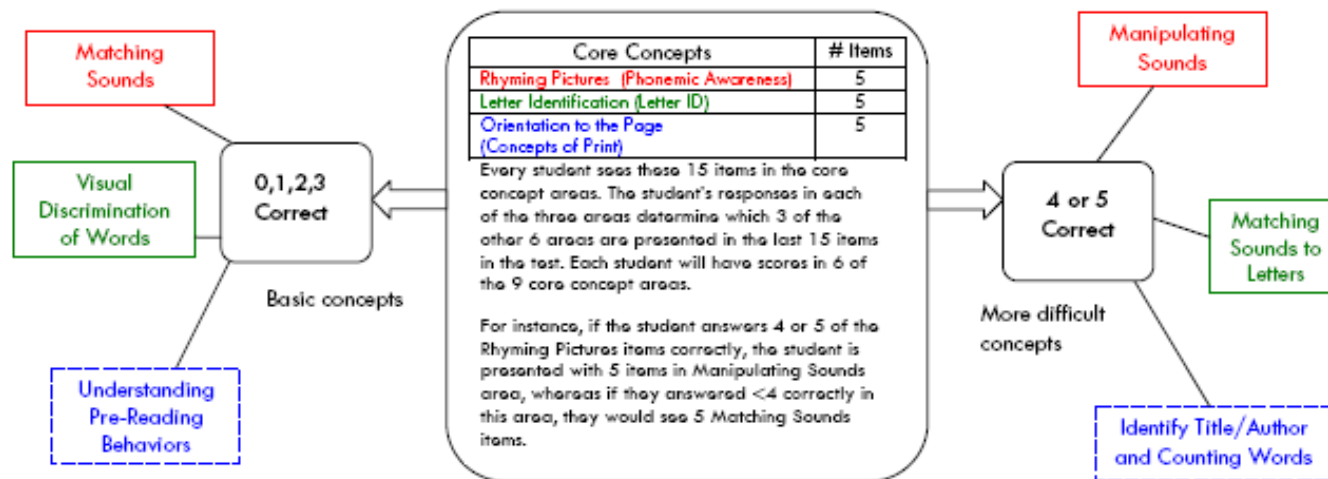
- Structure of the tests – semi adaptive
 - Early Literacy
 - Phonological awareness, letter identification, matching letters to sounds, concepts of print
 - Early Numeracy
 - Counting, matching and identifying numerals, computations with manipulatives
- Purpose
 - To get baseline information about prekindergarten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

MPG Assessments-Screening Tests

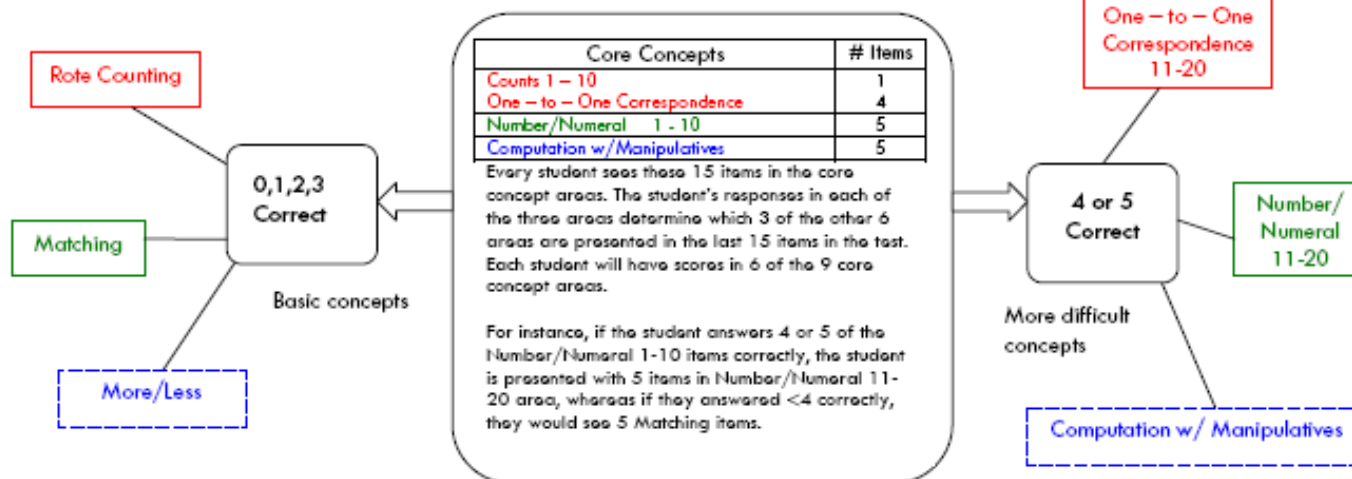
- Data teachers receive
 - Reports broken down by skill
 - Scores in percent correct
- Teachers use the data to...
 - Determine areas where instruction might be needed
 - Determine which skills checklist test to give
- Frequency
 - Can be administered outside of a test window (unlike Survey with Goals), so teachers can give them whenever it is instructionally useful
 - Tests are fixed form so be mindful of this for multiple administrations

MPG Assessments-Screening Tests

Early Literacy Screening - Test Functionality



Early Numeracy Screening – Test Functionality



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

Skills Checklist Reports

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



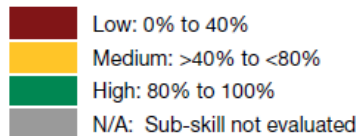
MAP for Primary Grades Class Report

Sloan, Sue
Class 01

District:
School:
Date Range:

NWEA Sample District 3
St. Helens Elementary School
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	36			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



Checklist Report

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























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%
imp	 100%
ing	 0%
ink	 0%
ock	 0%
old	 100%
onk	 0%
uck	 0%
ump	 100%
unk	 0%
ank	 0%
ash	 100%
ell	 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

MPG Assessments – Survey with Goals Tests

- 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)



Northwest Evaluation Association
Partnering to help all kids learn

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	
	count	%	count	%	count	%	count	%	count	%
1 Overall Performance										
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%
1 Goal Area										
Foundational Skills	2	14%	1	7%	6	43%	4	29%	1	7%
Language and Writing	1	7%	3	21%	5	36%	4	29%	1	7%
Literature and Informational	1	7%	2	14%	5	36%	6	43%	0	0%
Vocabulary and Functions	1	7%	5	36%	3	21%	4	29%	1	7%

Mean RIT (+/- Smp Err)	Median RIT	Std Dev
148-154-202	157	15.8
148-155-202	158	18.1
145-152-160	157	17.1
150 -155-160	157	12
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

- 1 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	Goal Performance			
							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" x 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 Mcphee (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 Mcphee (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 Mcphee (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 Mcphee (173)

MPG Reports

Student Progress Report



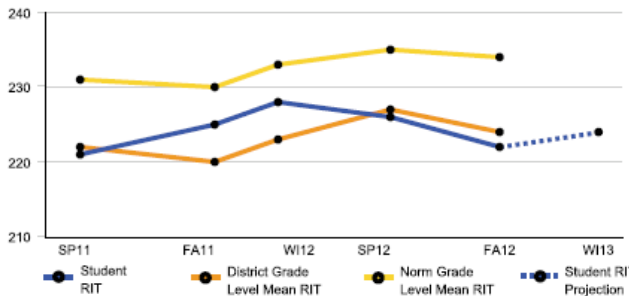
NWEA
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Student Progress Report

McRay, Marcus
Student ID: 100023123

Term Rostered: Fall 2012 – 2013
District: NWEA Sample District 3
School: Mt. Bachelor Middle School
Growth Comparison Period: Fall to Fall

Mathematics



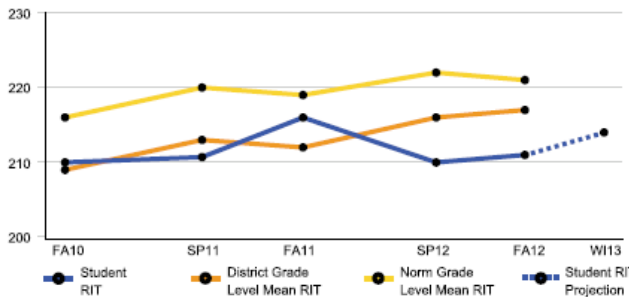
Mathematics Goals Performance - Fall 2012-2013

Real and Complex Number Systems	224-238	Algebraic Thinking	217-231
Geometry	226-241		
Statistics and Probability	194-211		

29 **21**

Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA12	9	219-222-225	-3	4	20-25-31
SP12	8	223-226-229			26-32-38
WI12	8	225-228-231			33-39-46
FA11	8	222-225-228	3	6	32-38-45
SP11	7	218-221-223			24-29-33
FA10	7	219-222-225	8	7	35-42-49
SP10	6	222-225-228			41-49-56
WI10	6	212-215-218			24-31-38
FA09	6	212-214-217	2	9	31-36-43
SP09	5	212-215-218			27-34-42
FA08	5	209-212-215	8	9	39-47-56
SP08	4	205-208-211			30-37-46
FA07	4	201-204-207	9	11	42-51-60
WI07	3	190-193-196			25-33-42
FA06	3	192-195-198			50-59-68

Reading



Reading Goals Performance - Fall 2012-2013

Literature	207-219	Informational Text	199-210
Vocabulary Acquisition and Use	210-222		
Lexile® Range	699-849L		

Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA12	9	208-211-214	-5	3	19-25-31
SP12	8	206-210-213			13-20-26
FA11	8	212-216-219	6	4	31-41-49
SP11	7	208-211-214			21-27-33
FA10	7	207-210-213	6	5	26-33-41
SP10	6	213-217-220			41-52-60
WI10	6	201-205-208			18-26-33
FA09	6	201-204-207	13	6	21-29-34
SP09	5	199-202-205			18-23-30
FA08	5	188-191-195	-4	7	9-13-20
SP08	4	191-195-198			13-20-27
FA07	4	192-195-198	-7	8	29-37-45
WI07	3	180-183-186			16-21-28
FA06	3	179-181-184			22-27-32

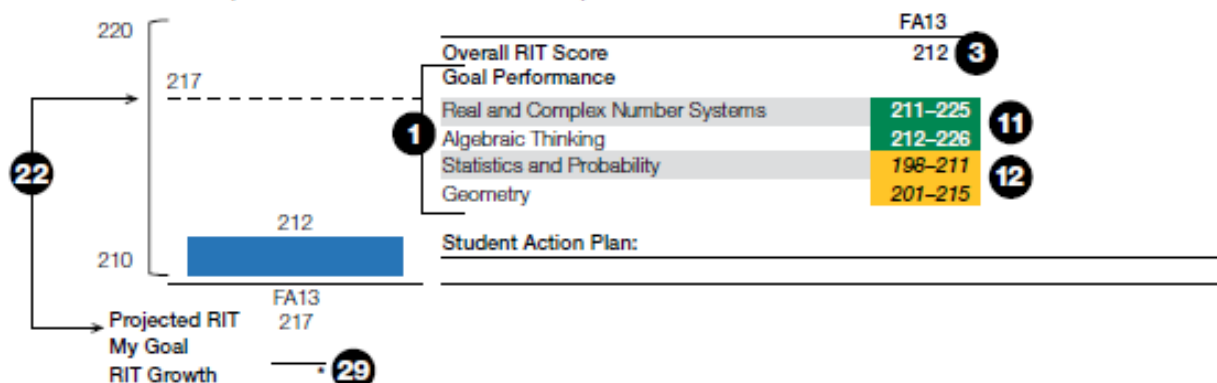
MPG Reports

Student Goal Setting Worksheet

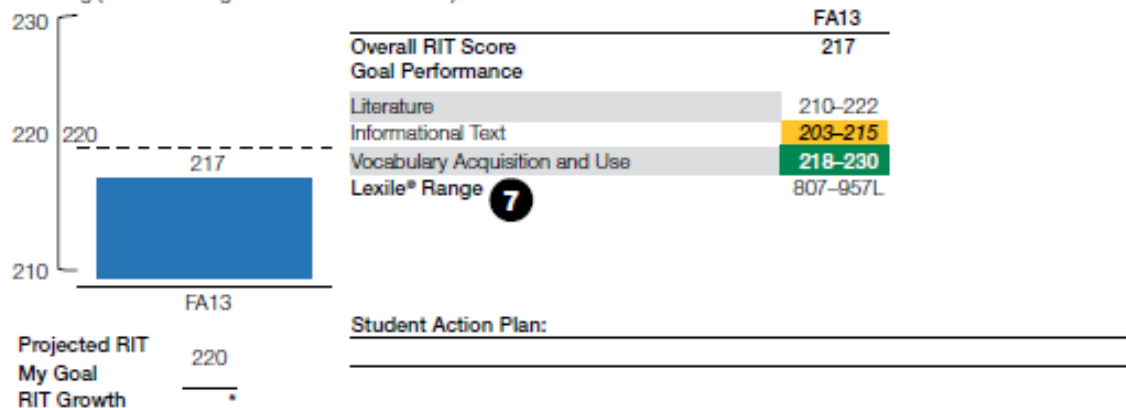
Carter, Jasmine
Student ID: 889905

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

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



Reading (MAP: Reading 6+ Common Core 2010)



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 - Test View **18**

MAP: Math 2-5 Common Core 2010 V2

[Edit Display Options](#)

← 111-120 | 121-130 | 131-140 | 141-150 | 151-160 | 161-170 | 171-180 | 181-190 | 191-200 | 201-210 | 211-220 →

Measurement and Data

Geometric Measurement and Problem Solving ^

← 191-200 | 201-210 | 211-220 →

Reinforce skills & concepts Develop skills & concepts Introduce skills & concepts

16

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
- Solves elapsed-time word problems across either minutes or 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

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

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

- 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

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

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

Learning Continuum

Learning Continuum - Class View **17**

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 16	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)

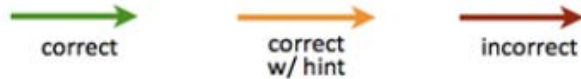
- Not part of MAP for Primary Grades
- Structure of the tests
 - Adaptive tests
 - Scaffolding following incorrect response
- Purpose
 - To examine students skill levels compared to end of year expectations
- Developmentally appropriate
 - Positive feedback and encouragement
 - Kid-friendly graphics 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

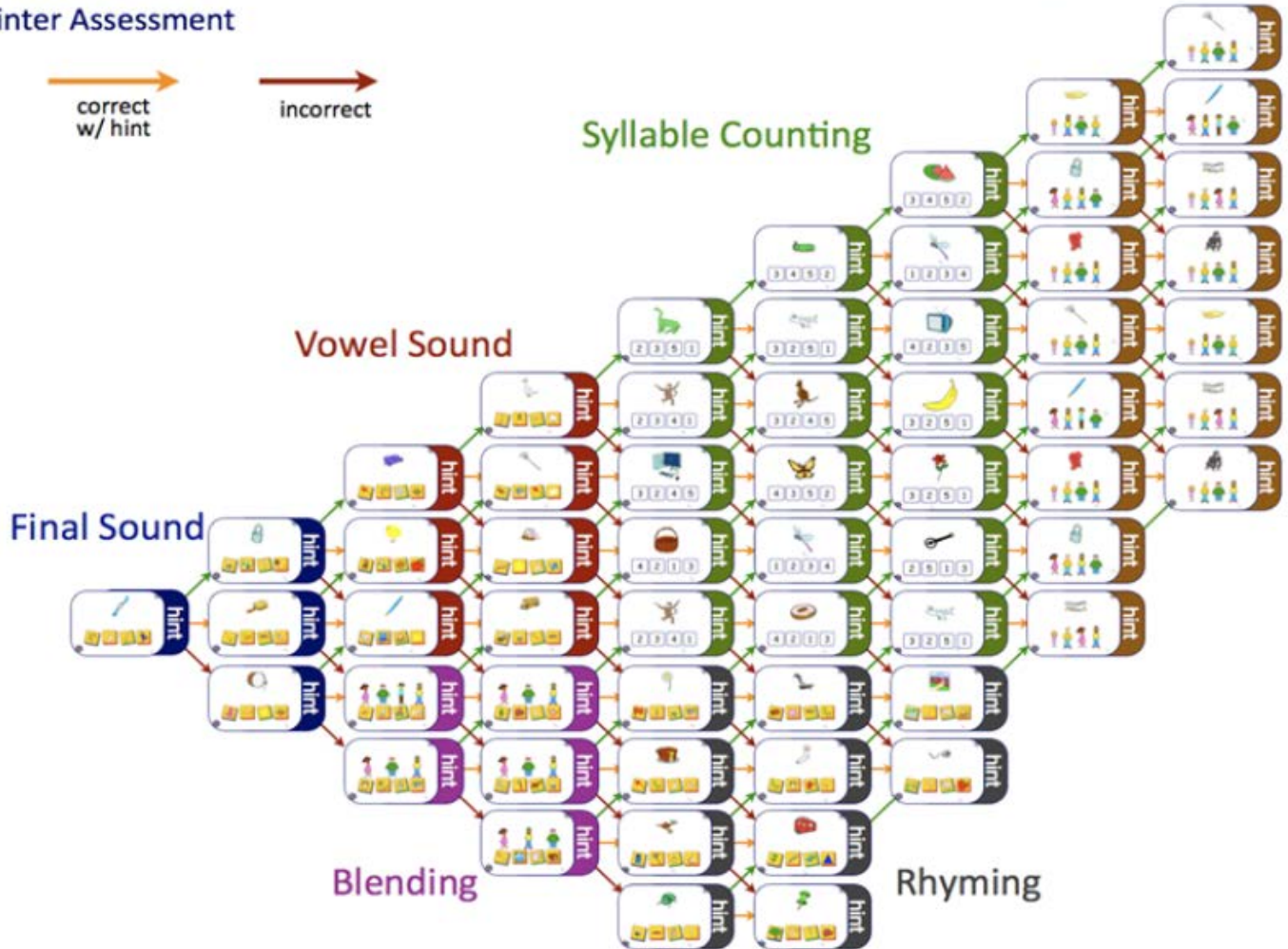
CPAA Structure

Phonemic Awareness
First Grade, Winter Assessment



Phonemic Addition

Difficulty increases ↑



CPAA Scaffolding

- Scaffolding helps identify zone of proximal development

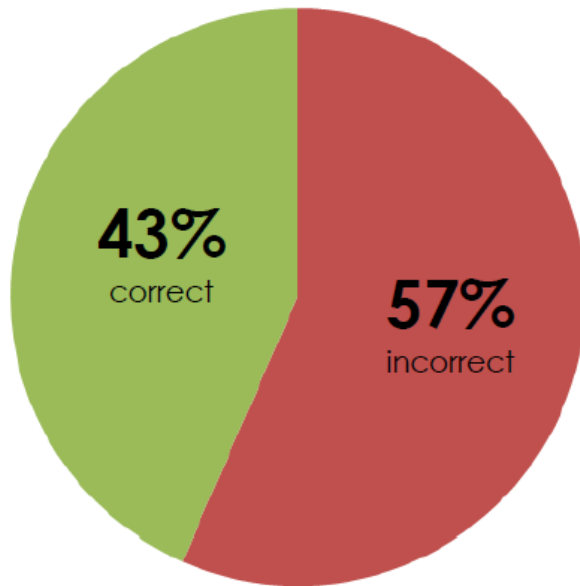


Fig. 1a. Responses after initial question

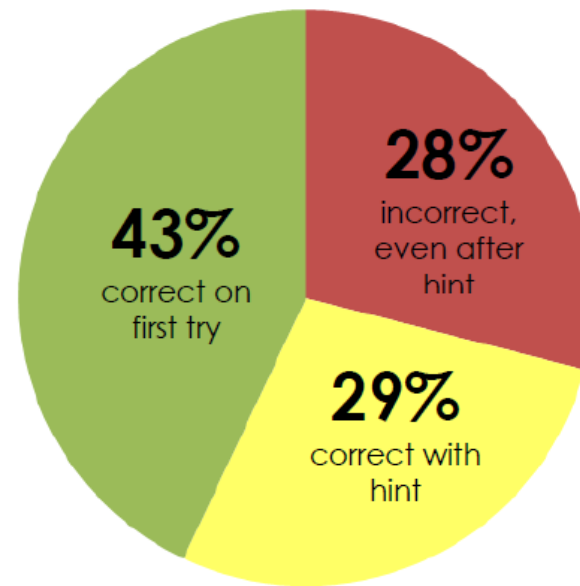


Fig. 1b. Responses after follow-up question

CPAA Reports

- Student reports track proficiency and growth over time

Concept scores for the selected year



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

triumphlearning™



edmentum™



Classworks

Odysseyware®

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!



Northwest Evaluation Association

All Kids Learn.

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