# A Parent's Guide to

# MAP

*Measures of Academic Progress*

## What is MAP?

Measures of Academic Progress (MAP) is a state-aligned computerized adaptive assessment program that provides Franklin City Schools' educators with the information they need to improve teaching and learning and make student-focused, data-driven decisions. Students in grades one through eight are tested three times per year in math and reading. Educators use the growth and achievement data from MAP to develop targeted instructional strategies, to plan school improvement, and to provide customized learning paths for students in Compass Learning.

## Student MAP Scores

Student MAP testing results are reported in RIT scores (short for **R**asch Un**IT**). 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 and reading. 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 other side of this paper show national median RIT scores for grades 1-8 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 and to determine if your student's score is "college and career ready."

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.

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 date to differentiate and adjust instruction so that all students grow at levels appropriate for all learners.

**ACT College Readiness Benchmarks for MAP scores.**

On track to earn a 22 on ACT

| Grade | | Reading RIT | Math RIT |
|---|---|---|---|
| 5 | Fall | 209 | 217 |
| 5 | Spring | 214 | 225 |
| 6 | Fall | 214 | 225 |
| 6 | Spring | 219 | 232 |
| 7 | Fall | 219 | 232 |
| 7 | Spring | 223 | 238 |
| 8 | Fall | 223 | 238 |
| 8 | Spring | 227 | 242 |

Achievement and Growth Norm charts are on back of this sheet.

## Achievement Guideline Chart

The chart below shows the NATIONAL grade level scores for 2nd – 8th graders who tested in Fall and Spring. This shows the average achievement level for each grade and subject. This can help inform if your student is performing at, above, or below the 'average' student in the norm group.

Understanding Standard Deviation (SD): The columns labeled "SD" in the table below contain the standard deviations of the means. An SD is simply a measure of dispersion of scores around the mean value; the smaller the SD, the more compact the scores are around the mean. When using the SD in the tables below it creates a range of scores for each grade and subject per testing window. For instance, the grade 2 fall mean is 175 with a SD of 16. To get a sense of how much dispersion there was, the SD of 16 can be subtracted and added to the mean to create a range of about 159 – 191. Since the norm group is based on a bell cure, we know that 68% of all scores are expected to fall in this range.

### 2015 Reading Student Achievement Norms

| Grade | Fall Mean | Fall SD | Winter Mean | Winter SD | Spring Mean | Spring SD |
|---|---|---|---|---|---|---|
| K | 141 | 14 | 151 | 13 | 158 | 13 |
| 1 | 161 | 13 | 172 | 14 | 178 | 15 |
| 2 | 175 | 16 | 184 | 15 | 189 | 15 |
| 3 | 188 | 16 | 196 | 15 | 199 | 15 |
| 4 | 198 | 16 | 204 | 15 | 206 | 15 |
| 5 | 206 | 15 | 210 | 15 | 212 | 15 |
| 6 | 211 | 15 | 214 | 15 | 216 | 15 |
| 7 | 214 | 15 | 217 | 15 | 218 | 15 |
| 8 | 217 | 16 | 219 | 15 | 220 | 16 |

*Means and SD are rounded to the nearest whole number*

### 2015 Math Student Achievement Norms

| Grade | Fall Mean | Fall SD | Winter Mean | Winter SD | Spring Mean | Spring SD |
|---|---|---|---|---|---|---|
| K | 140 | 15 | 152 | 14 | 159 | 14 |
| 1 | 162 | 13 | 174 | 13 | 181 | 14 |
| 2 | 177 | 13 | 186 | 13 | 192 | 14 |
| 3 | 190 | 13 | 198 | 13 | 203 | 14 |
| 4 | 202 | 14 | 209 | 14 | 214 | 15 |
| 5 | 211 | 15 | 217 | 15 | 221 | 16 |
| 6 | 218 | 16 | 222 | 16 | 225 | 17 |
| 7 | 223 | 17 | 226 | 17 | 229 | 18 |
| 8 | 226 | 18 | 229 | 18 | 231 | 19 |

*Means and SD are rounded to the nearest whole number*

## Growth Norms

Growth norms developed for the 2015 RIT Scale Norms Study reflect that the rate of academic growth is related to the student's starting achievement; typically, students starting at a lower achievement level tend to grow more. The growth norm tables below show mean growth from the means grade level achievement score. In each case, the starting score is used to predict growth. If a particular student's starting score is lower than the grade level mean, the growth mean is typically higher. Similarly, students with starting scores above the grade level mean would typically show a lower amount of growth on average. These growth norms are listed to provide some context to student growth. There are many considerations to estimate student progress including data collected beyond the MAP assessment.

### 2015 Reading Student Growth Norms

| Grade | Fall - Winter Mean | Fall - Winter SD | Winter - Spring Mean | Winter - Spring SD | Fall- Spring Mean | Fall- Spring SD |
|---|---|---|---|---|---|---|
| K | 10 | 6 | 7 | 6 | 17 | 8 |
| 1 | 11 | 6 | 6 | 6 | 17 | 8 |
| 2 | 10 | 6 | 5 | 5 | 14 | 8 |
| 3 | 7 | 6 | 3 | 5 | 10 | 8 |
| 4 | 5 | 6 | 2 | 5 | 8 | 7 |
| 5 | 4 | 6 | 2 | 5 | 6 | 7 |
| 6 | 3 | 6 | 2 | 5 | 5 | 7 |
| 7 | 3 | 6 | 1 | 5 | 4 | 7 |
| 8 | 2 | 6 | 1 | 5 | 3 | 8 |

*Means and SD are rounded to the nearest whole number*

### 2015 Math Student Growth Norms

| Grade | Fall - Winter Mean | Fall - Winter SD | Winter - Spring Mean | Winter - Spring SD | Fall- Spring Mean | Fall- Spring SD |
|---|---|---|---|---|---|---|
| K | 11 | 6 | 8 | 5 | 19 | 8 |
| 1 | 11 | 6 | 7 | 5 | 18 | 7 |
| 2 | 10 | 5 | 6 | 5 | 15 | 7 |
| 3 | 8 | 5 | 5 | 5 | 13 | 6 |
| 4 | 7 | 5 | 5 | 5 | 12 | 6 |
| 5 | 6 | 5 | 4 | 5 | 10 | 7 |
| 6 | 4 | 5 | 3 | 5 | 8 | 7 |
| 7 | 4 | 5 | 2 | 5 | 6 | 7 |
| 8 | 3 | 6 | 2 | 5 | 5 | 8 |

*Means and SD are rounded to the nearest whole number*