



NWEA ASSESSMENT | MAP FOR PRIMARY GRADES

MPG Assessments: How to Choose Screening Tests and Skills Checklists

Measures of Academic Progress® (MAP®) K – 12 interim assessments from Northwest Evaluation Association™ (NWEA™) support your efforts to maximize student learning. Educators who use MAP for Primary Grades (MPG) assessments aligned to Common Core content standards receive three types of assessments, each with a distinct purpose: Screening Tests; Skills Checklists; and Survey with Goals. This guide is intended to help educators understand the Screening Tests and Skills Checklists. It covers what each assesses, how to determine which to give, and when to assess. You'll also find an explanation of how Survey with Goals fits into the Response to Intervention (RTI) framework by serving as a Universal Screener.

The three MPG test types*

MPG assessment type	Screening Tests	Skills Checklists	Survey with Goals
Purpose	To get baseline information for a new student who's in the earliest stages of learning, particularly a kindergarten or pre-K student	To assess knowledge of a specific skill before or after teaching it, or after seeing Screening Test or Survey with Goals results/scores	Computer adaptive test that assesses achievement according to standards-aligned content ; scores from repeated administrations can be used to measure growth over time
Testing frequency	Once, at the end of pre-K or when a student enters kindergarten	As a pre- and/or post-test	Once each term during test window, until ready to transition to MAP

*The presentation and content of MPG tests are designed for students in grades K-2.

Screening Tests and Skills Checklists: determining which to give

Screening Tests

Screening Tests are helpful in gathering information about students for whom you may have no previous data. They're meant to assess the most basic foundational skills. Use this chart to help determine whether students need to take Screening Tests.


Screening Test	What's assessed?	Who should take it?
Early Literacy	Phonological awareness, letter identification, matching letters to sounds, concepts of print	Prekindergarten or beginning kindergarten students. Why assess: To get baseline information on general foundational skills, if not otherwise known.
Early Numeracy	Counting, matching, identifying numerals, computation with manipulatives	Prekindergarten or beginning kindergarten students. Why assess: To get baseline information on general foundational skills, if not otherwise known.



Skills Checklists

Skills Checklists are a good way to gather information about what a student knows in certain skill areas. After you have Survey with Goals results, look at your students' goal area scores. Then use the charts on the next few pages to help determine which Skills Checklist(s) to administer if a student has low goal area scores. Depending on the student's struggles, these charts can help you determine the Skills Checklist(s) to administer in order to get more information.

Key to interpreting the charts


- Colored boxes represent overlapping skills between Common Core goal areas and a specific Skills Checklist.
- Colored boxes with an  icon represent suggested starting points.
- Blank cells indicate that the content of a Skills Checklist doesn't pertain to the content of the Common Core goal areas.*
- Skills Checklists in reading isolate individual skills that are fundamental building blocks to independently reading connected text. As such, there is considerable overlap with the Foundational Skills goal area for all grades. Recommended starting points for each grade level should be based on points of difficulty for students in each of these grade levels. The recommended Skills Checklists for the remaining three MPG goal areas help the teacher determine if the student with low goal scores in one of those areas is also struggling with decoding.
















*Foundational Skills and Number and Operations cover more of the foundational elements of reading and math and therefore have more representation in Skills Checklists.



Skills Checklists: Math

KINDERGARTENERS **FIRST-GRADERS** **SECOND-GRADERS**


For students who struggle in a specific goal area (identified by the vertical labels below), use the Skills Checklists shaded in green. The  icon represents suggested starting points.










Skills Checklists	What's assessed?	KINDERGARTENERS				FIRST-GRADERS				SECOND-GRADERS			
		Operations and Algebraic Thinking	Number and Operations	Measurement and Data	Geometry	Operations and Algebraic Thinking	Number and Operations	Measurement and Data	Geometry	Operations and Algebraic Thinking	Number and Operations	Measurement and Data	Geometry
Number Sense to 10													
Counting, Ordering, Place Value	Counts to 10 backward and forward, one-to-one correspondence, identifies ordinal position, compares numbers using words, groups objects into 10s												
Identifying/Representing	Names and represents numerals; composes and decomposes numbers; identifies whole, part, half; identifies coins and their value												
Number Sense to 20													
Counting, Place Value	Counts by 1s, 2s, 5s forward and backward, counts on from any number, one-to-one correspondence, groups objects into 10s and 1s												
Identifying/Representing	Names and represents numerals, composes and decomposes numbers, identifies multiple ways of representing numbers, identifies or represents fourths												
Ordering	Identifies ordinal position, compares numbers using words, identifies one more or one less than a given number, identifies numbers between two given numbers, compares values of coins												
Number Sense to 100													
Counting	Counts by 1s, 2s, 5s, 10s and counts on by 10s												
Identifying/Representing	Identifies and represents numerals, composes and decomposes numbers, identifies multiple ways of representing whole numbers, fractions (thirds), and money												
Ordering	Compares numbers, identifies one more or one less than a given number using symbols, identifies numbers between two given numbers, orders and compares the value of coins												
Place Value	Identifies standard form notation, identifies number of sets, reorganizes groups of 10s and 1s												
Number Sense to 1000													
Counting	Counts by 2s, 3s, 5s, 10s, 100s and counts on by 10s												
Identifying/Representing	Identifies and represents numerals, composes and decomposes numbers, identifies multiple ways of representing whole numbers, fractions (eighths), and money												
Ordering	Compares numbers using words and symbols, identifies numbers ten more or ten less than a given number, identifies numbers one hundred more or one hundred less than a given number, identifies numbers between two given numbers												
Place Value	Groups objects into 100s, 10s, and 1s, identifies the number of 100s, 10s, and 1s in a given number, identifies standard form notation, identifies multiple ways of representing place value												



Skills Checklists: Math

KINDERGARTENERS	FIRST-GRADERS	SECOND-GRADERS
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For students who struggle in a specific goal area (identified by the vertical labels below), use the Skills Checklists shaded in green. The  icon represents suggested starting points.

































Skills Checklists	What's assessed?	KINDERGARTENERS				FIRST-GRADERS				SECOND-GRADERS				
		Operations and Algebraic Thinking	Number and Operations	Measurement and Data	Geometry	Operations and Algebraic Thinking	Number and Operations	Measurement and Data	Geometry	Operations and Algebraic Thinking	Number and Operations	Measurement and Data	Geometry	
Computation to 10														
Using Manipulatives	Addition computation and word problems using manipulatives, subtraction computation and story problems using manipulatives													
Using Numbers	One-digit addition and subtraction (horizontal and vertical format), adding three numbers													
Problem Solving	Addition and subtraction word problems													
Computation to 20														
Using Manipulatives	Addition computation and story problems using manipulatives, subtraction computation, and subtraction story problems using manipulatives													
Using Numbers	One-digit addition and subtraction (horizontal and vertical format), adding three numbers													
Problem Solving	Addition and subtraction word problems													
Computation to 100														
No Regrouping – Using Manipulatives	Addition, subtraction, multiplication and division using manipulatives (repeated addition and repeated subtraction)													
No Regrouping – Using Numbers	One- and two-digit addition and subtraction (horizontal and vertical format), adding multiple numbers, multiplication basic facts (horizontal and vertical format)													
No Regrouping – Problem Solving	Addition and subtraction word problems													
With Regrouping – Using Manipulatives	Addition, subtraction, multiplication and division using manipulatives (arrays and equal sharing)													
With Regrouping – Using Numbers	One- and two-digit addition and subtraction (horizontal and vertical format), adding multiple numbers, two-digit multiplication, and division basic facts													
With Regrouping – Problem Solving/ Estimation	Addition and subtraction word problems, and estimation													
Computation to 1000														
Using Manipulatives	Addition, subtraction, multiplication and division (with remainders) using manipulatives													
Using Numbers	Two- or three-digit addition, subtraction, multiplication, division													
Problem Solving/ Estimation	Addition, subtraction, multiplication, and division word problems, and estimation													



Skills Checklists: Reading

KINDERGARTENERS	FIRST-GRADERS	SECOND-GRADERS
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For students who struggle in a specific goal area (identified by the vertical labels below), use the Skills Checklists shaded in green. The  icon represents suggested starting points.

Skills Checklists	What's assessed?	KINDERGARTENERS				FIRST-GRADERS				SECOND-GRADERS			
		Foundational Skills	Language and Writing	Literature and Informational	Vocabulary Use and Functions	Foundational Skills	Language and Writing	Literature and Informational	Vocabulary Use and Functions	Foundational Skills	Language and Writing	Literature and Informational	Vocabulary Use and Functions
Phonological Awareness	Identifies rhyming words, identifies words with the same number of syllables (one-, two-, and three-syllable words), blends syllables												
Phonemic Awareness: Phoneme Identification	Identifies initial consonant, medial vowel, and final consonant sounds												
Phonemic Awareness: Manipulation of Sounds	Blends, substitutes, and deletes phonemes												
Letter Identification	Identifies upper- and lowercase letters												
Phonics: Matching Letters to Sounds	Matches letters to consonant and vowel sounds												
Syllable Types: Vowel Digraphs/ Diphthongs	Decodes words with vowel digraphs and diphthongs												
Syllable Types: CVC, CVCe, R-controlled	Decodes CVC, CVCe, and r-controlled words												
Decode: Consonant Blends/ Digraphs	Identifies letters that make up initial and final consonant blends, initial consonant clusters, and initial and final consonant digraphs												
Decode: Multi-syllable Words, Affixes, Open/C+le	Decodes multisyllabic words with inflectional endings, prefixes and suffixes, and consonant+le												
Decode: Spelling Patterns/ Word Families	Decodes words with common spelling patterns (e.g., -unk, -ock, etc.)												



MPG as a universal screener

The National Center on Response to Intervention (NCRTI) recognizes MAP K – 12 assessments as universal screeners. See their evaluation of MAP 2 – 12 and MPG on the NCRTI Screening Tools Chart here:

<http://www.rti4success.org/resources/tools-charts/screening-tools-chart>.

Two key features make Survey with Goals an excellent universal screener that can help you identify students who may need additional support.

1. Survey with Goals enables you to look at score changes term-to-term and year-over-year thanks to its mature, reliable, and stable scale. By providing accurate and fair scores that aren't tied to grade level performance, you can measure term, annual, and longitudinal growth for all students, including students in particular tiers of intervention. That's not true of all screeners.
2. As Survey with Goals content covers Common Core standards, you can measure your students' instructional readiness and student growth on these rigorous new standards.

Survey with Goals makes an ideal Universal Screener. However, please note there are no recommendations to use Screening Tests or Skills Checklists for progress monitoring due to the lack of cut points and validating research. Instead, teachers must interpret results from Screening Tests or Skills Checklists for themselves.

Learn more at NWEA.org.

NWEA has nearly 40 years of experience helping educators accelerate student learning through computer-based assessment suites, professional development offerings, and research services.