

MAP Growth Administration Guidance

Nebraska -Specific Considerations in Making Assessment Choices

October, 2017

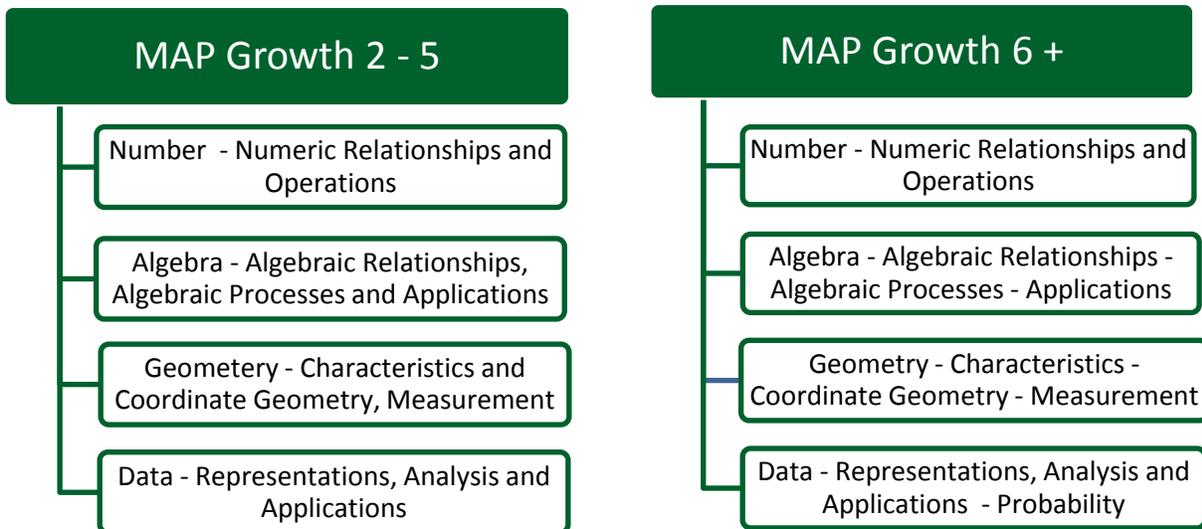
Introduction

This document provides Nebraska-specific context to accompany the MAP Growth Administration Guidance to support teachers in making purpose driven assessment choices.

1.1 Does NWEA have recommended RIT scores for making assessment choices between MAP Growth 2-5 to MAP Growth 6+?

No. Teachers should refer to the general guidance on assessment choices, found [here](#). As reflected in the guidance, the assessment choice should consider the purpose of the assessment, the readiness of the student, as well as instructional alignment to the assessment content. Specifically, our recommendation is that students should be assigned to the test most reflective of the content and skills addressed in the given curriculum or higher. Consider a high performing 6th grade student. If the student has not been exposed to the skills assessed in the MAP Growth 6+ test, they may receive a test on skills and standards that have not yet been taught. To illustrate, Figure 1.1 shows content differences between the MAP Growth 2-5 and 6+ for Math.

Figure 0.1. Content Comparisons: MAP Growth Math 2-5 vs. 6+



1.2 I switched tests from MAP Growth 2-5 to MAP Growth 6+ assessment in mathematics for some of my students. Why did some of my students experience a drop?

Because of the need to make strong growth comparisons Fall to Spring, we recommend students take the same test within year; that is, students should not switch tests mid-year. *This is a change from our prior recommendations.*

Further, and as described in Figure 1.1, the content of the assessments, particularly in Math, may not be reflective of what the student has had been taught. Some high performing students may experience a modest and temporary drop in their score when making the transition between the two assessments. As the student gain exposure to and have success with the more complex skills in Math, their scores should start to grow.

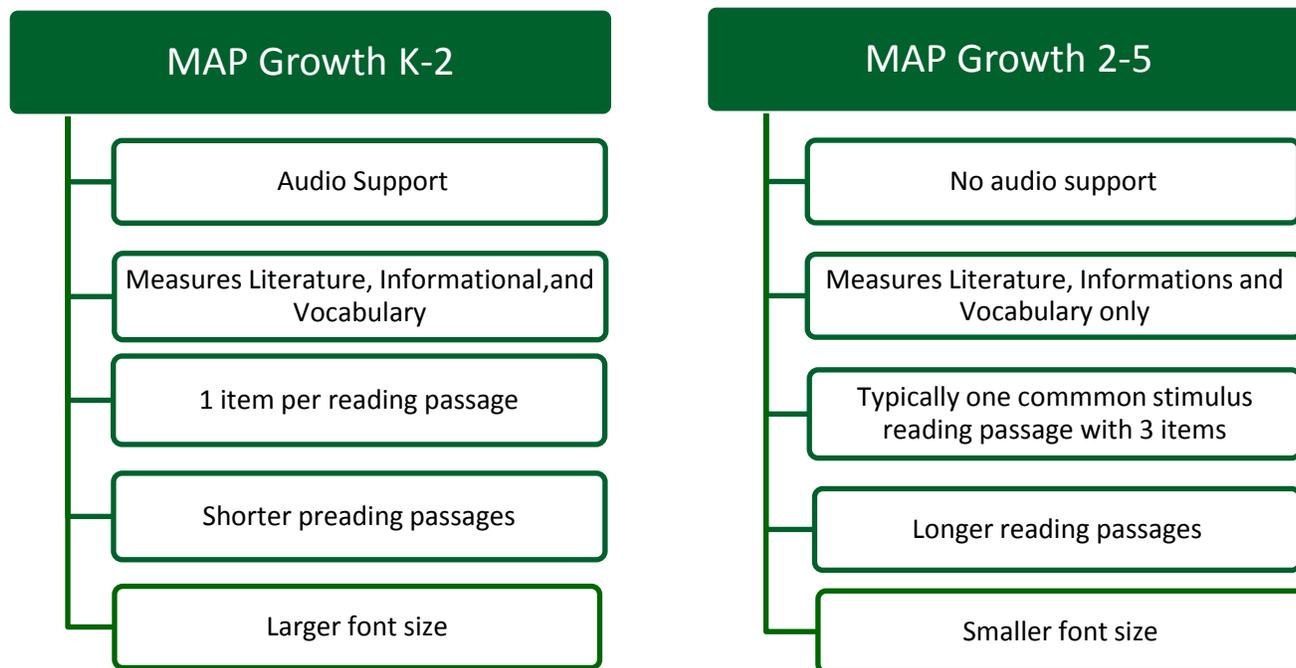
1.3 My school introduces Algebra (for example, only) in the 6th grade. Should I move my students to MAP Growth 6+ before 6th grade?

There are some school systems that accelerate mathematics content for higher-performing students, and for those students it may be appropriate to consider introducing MAP Growth 6+ in grade 5. In general, younger students being considered for the MAP Growth 6+ should be receiving curriculum that is aligned to 6th grade standards or above. (Please refer to Figure 1.1) So that students do not have to switch tests mid-year, we further recommend that, in this case, the grade 5 students take the 6+ test at the beginning of the school year to maximize the information around growth.

1.4 I switched tests for some of my top readers, from K-2 to 2-5 in the middle of the year and their scores dropped – why?

As with the MAP Growth 2-5 and 6+ assessments, considerations of content and instructional alignment are important when making assessment choices for MAP Growth K-2 and 2-5. As an example, figure 1.2 provides an overview of the content and features of the K-2 and 2 – 5 assessments for Reading. Notice that a portion of the content on MAP Growth K–2 measures foundational reading skills (e.g., print concepts, phonological awareness), and that MAP Growth K-2 includes audio support where 2-5 does not. In addition, because of the need to make strong growth comparisons Fall to Spring, we recommend students take the same test within year; that is, students should not switch tests mid-year. *This is a change from our prior recommendations.*

Figure 1.2. Content Comparisons: MAP Growth Reading K–2 vs. 2–5



1.5 My kindergarten student is an advanced reader. Why can't they take MAP 2-5?

The K-2 assessment provides useful instructional information for nearly all kindergarten students, even students who may be advanced in their language development. As such, we do not typically recommend that kindergarten students take the MAP 2-5 assessment. For students who show exceptional development, an educator may offer the assessment to a kindergarten student, but the test should not be used for high-stakes decision making.

1.6 If my 3rd grade student has an IEP and needs Reading assistance/accommodations, which test should I administer?

The appropriate assessment for this student should be discussed during meetings held to establish the IEP and should be governed by the student's current development, and the curriculum being taught. Because the policies surrounding assistance and accommodations vary considerably across educational settings, we believe the decision about which test to administer should be covered by the IEP, and no blanket decision be made that covers all IEP students. For additional information around making assessment choices for all students, please see our general guidance found [here](#).