MAP Growth K–2: How to choose Screening Tests and Skills Checklists

MAP® Growth™ K–12 interim assessments from NWEA® support your efforts to maximize student learning. Educators who use MAP Growth K–2 assessments aligned to Common Core content standards receive three types of assessments, each with a distinct purpose: Growth, Screening Tests, and Skills Checklists. 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 Growth fits into the Response to Intervention (RTI) framework by serving as a universal screener.

The three MAP Growth K–2 test types

MAP GROWTH K–2 ASSESSMENT TYPE	GROWTH	SCREENING TESTS	SKILLS CHECKLISTS
Purpose	Computer adaptive test that assesses **achievement according to standards-aligned content**; scores from repeated administrations can be used to measure growth over time	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 Growth results/scores
Testing frequency	Once each term during test window	Once, at the end of pre-K or when a student enters kindergarten	As a pre- and/or post-test

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	Pre-kindergarten 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	Pre-kindergarten or beginning kindergarten students. Why assess: To get baseline information on general foundational skills, if not otherwise known

Skills Checklists

Skills Checklists offer a good way to gather information about what a student knows in certain skill areas. After you have Growth 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 instructional 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 instructional 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 instructional 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 instructional 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 MAP Growth K–2 instructional areas help the teacher determine if the student with low instructional 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

For students who struggle in a specific instructional 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?	KINDERGARTNERS				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

		KINDERGARTNERS				FIRST-GRADERS				SECOND-GRADERS			
		For students who struggle in a specific instructional 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?**	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

SKILLS CHECKLISTS	WHAT'S ASSESSED?	KINDERGARTNERS				FIRST-GRADERS				SECOND-GRADERS			
		For students who struggle in a specific instructional area (identified by the vertical labels below), use the Skills Checklists shaded in green. The ▼ icon represents suggested starting points.											
		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.)		▼		▼		▼	▼	▼	▼		▼	

MAP Growth K–2 as a universal screener

The National Center on Intensive Intervention recognizes MAP Growth K–12 assessments as universal screeners. See their evaluation of MAP Growth and MAP Growth K–2 on the Academic Screening Tools Chart here: https://charts.intensiveintervention.org/ascreening.

Two key features make MAP Growth and MAP Growth K–2 excellent universal screeners that can help you identify students who may need additional support.

1. They enable you to look at score changes term-to-term and year-over-year thanks to the 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 the content covers Common Core standards, you can measure your students' instructional readiness and student growth on these rigorous new standards.

MAP Growth K–2 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.

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