WEBINAR

Same scale, new reference:

What's new in the 2025 MAP Growth norms

map GROWTH

Before we begin

- 45-minute presentation,
  15 minutes for Q&A
- Listen mode only
- Submit questions via the Q&A box
- Resources in the “Related Content” box
- Recorded and shareable

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Leading today's conversation

Karyn Lewis, PhD

Vice President of Research and Policy Partnerships

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Where we're headed

- Why do we update the norms?
- How has MAP® Growth™ changed?
- What's new in the 2025 norms?
- What does it mean for you?

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Why do we update our norms?

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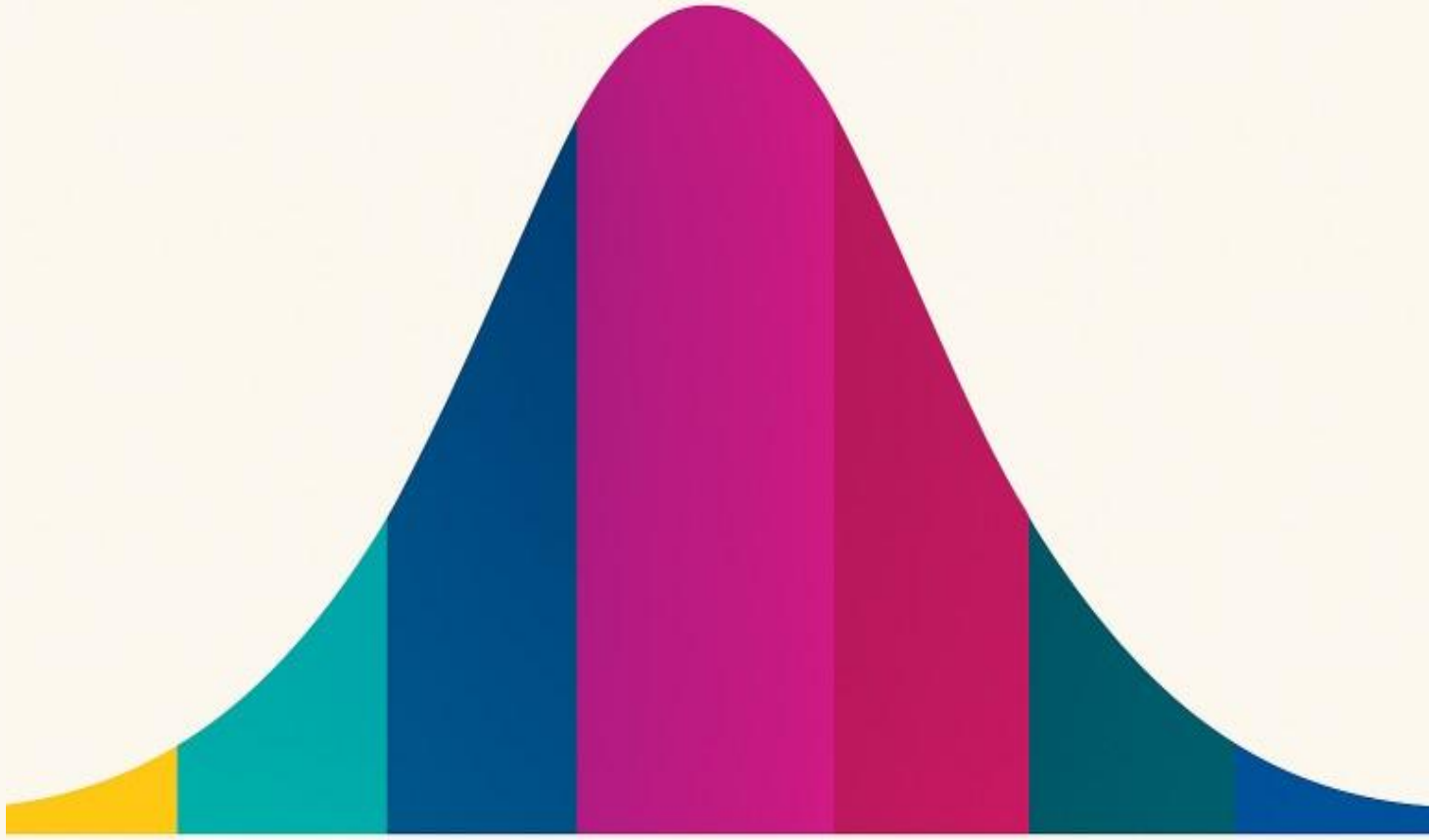
Norms provide essential context

Without context, a score is just a number.

Norms provide the national comparison that transforms numbers into insights.



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And that context changes over time

Now

Then

The RIT scale hasn't changed, but the reference group has.
Updated norms let us see how students compare to their *current* peers.

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How has MAP Growth changed?

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EISA: A smarter test blueprint

What is it?

An improvement in how MAP Growth selects items for students to better align with grade-level content.

Why did we do it?

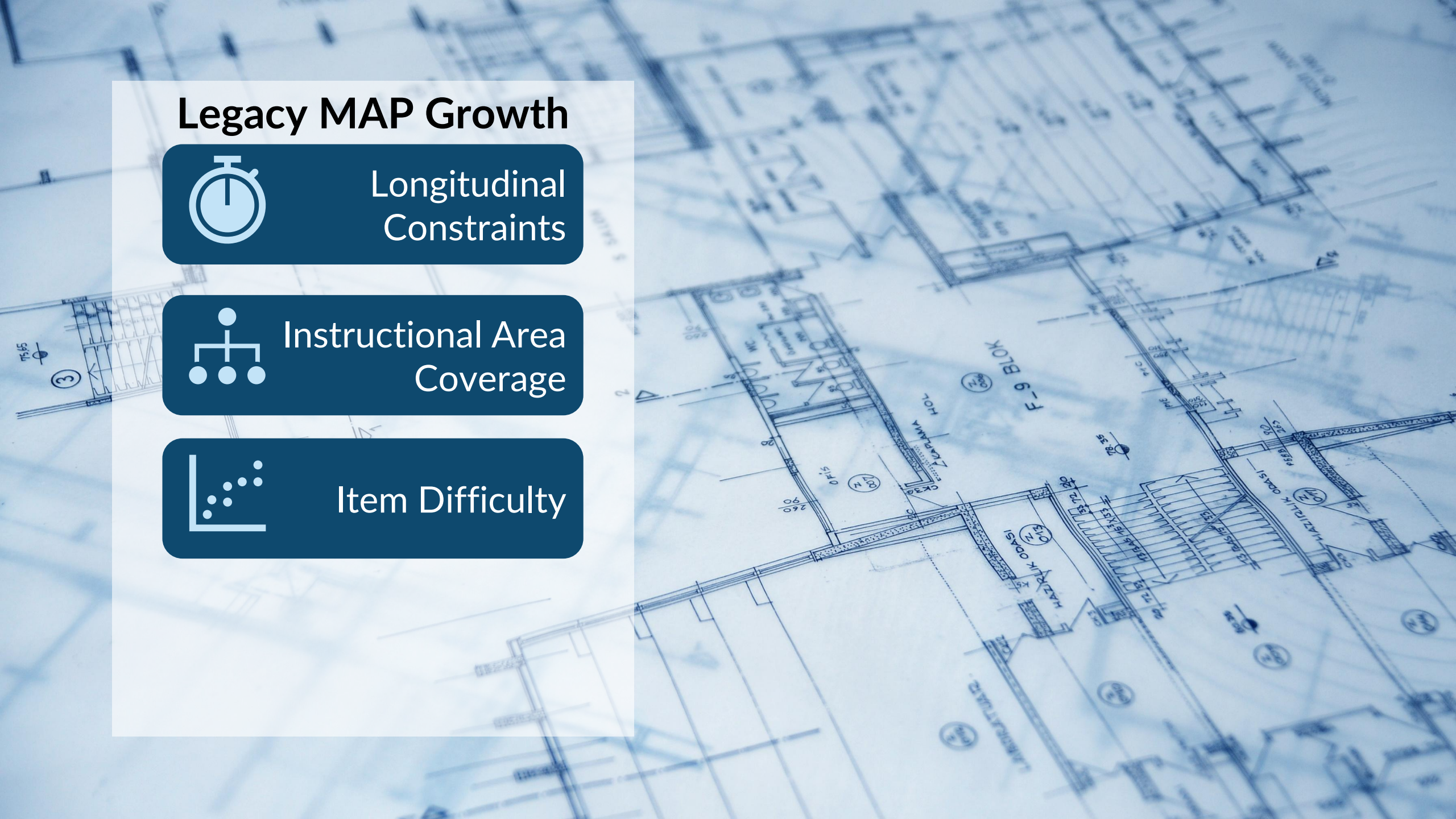
Make MAP Growth more instructionally relevant and more useful for using scores to make placement decisions.

What are the benefits?

1. Stronger connection to core instruction
2. Increased MAP's content validity
3. Better test experience for kids

Legacy MAP Growth

- Longitudinal Constraints
- Instructional Area Coverage
- Item Difficulty



Legacy MAP Growth

Longitudinal Constraints

Instructional Area Coverage

Item Difficulty

MAP Growth with EISA

Longitudinal Constraints

Improved!

Instructional Area Coverage

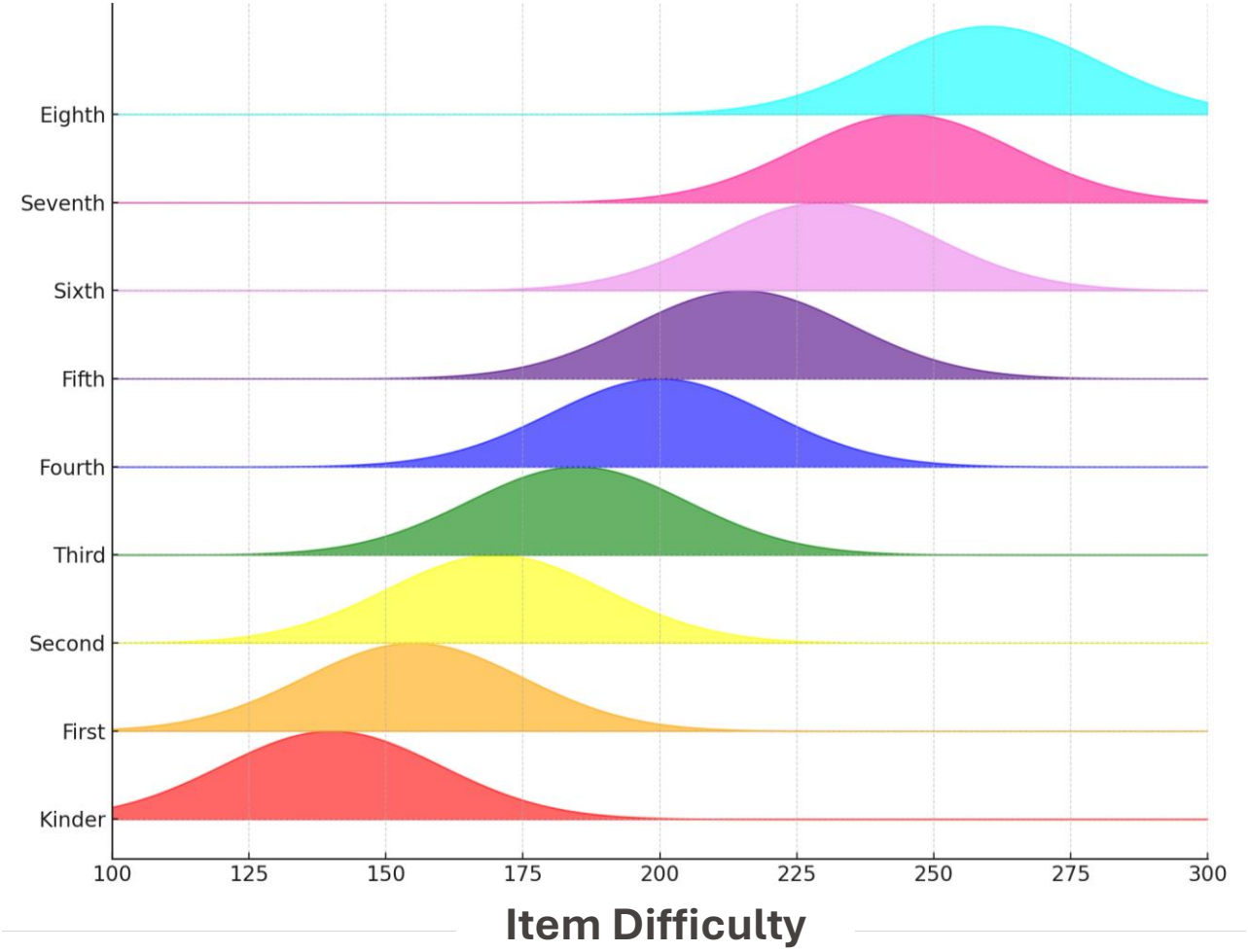
Item Difficulty

New!

Item Grade Level

Legacy MAP vs EISA

Item difficulty and grade level are correlated, but they overlap a lot.



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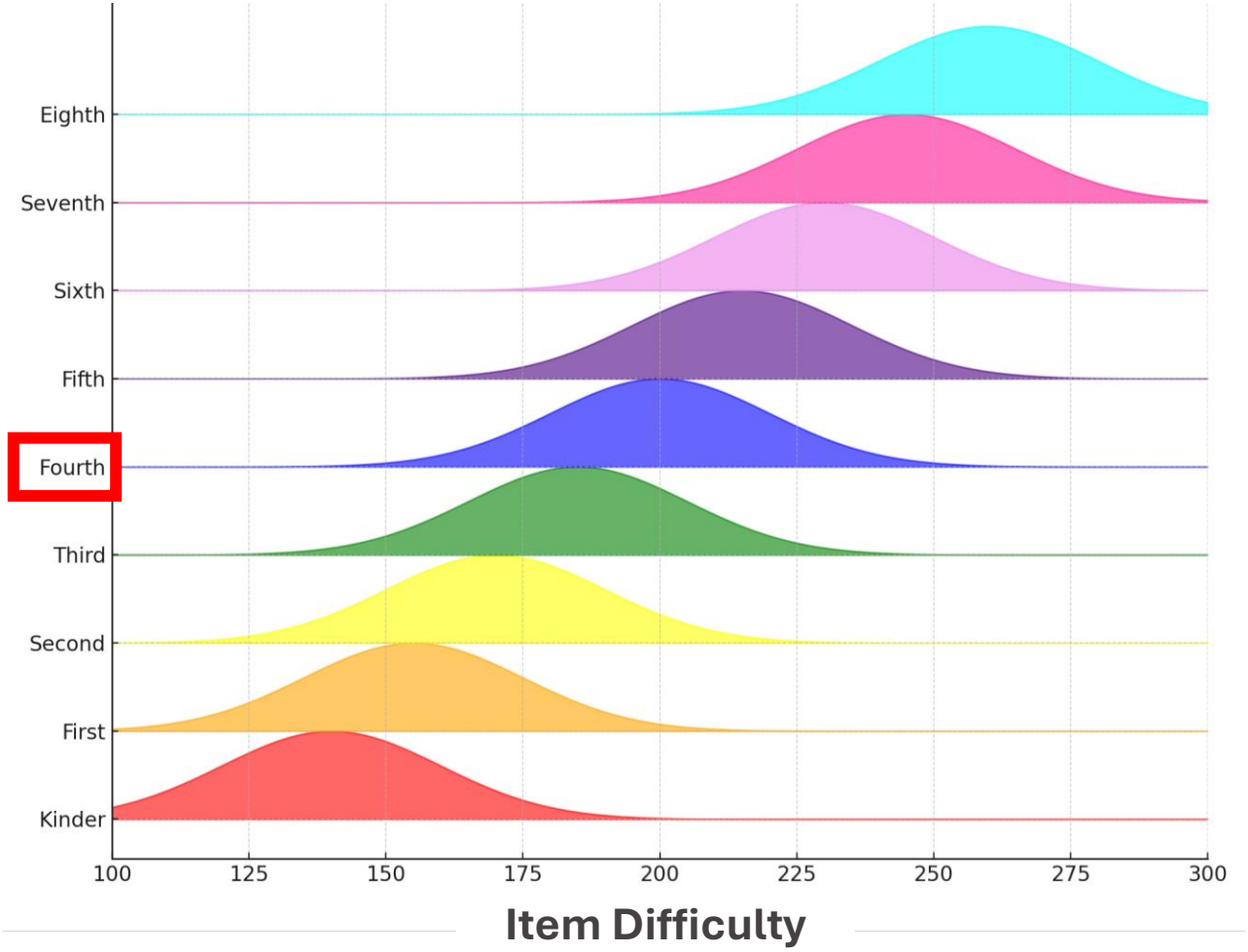
Legacy MAP vs EISA



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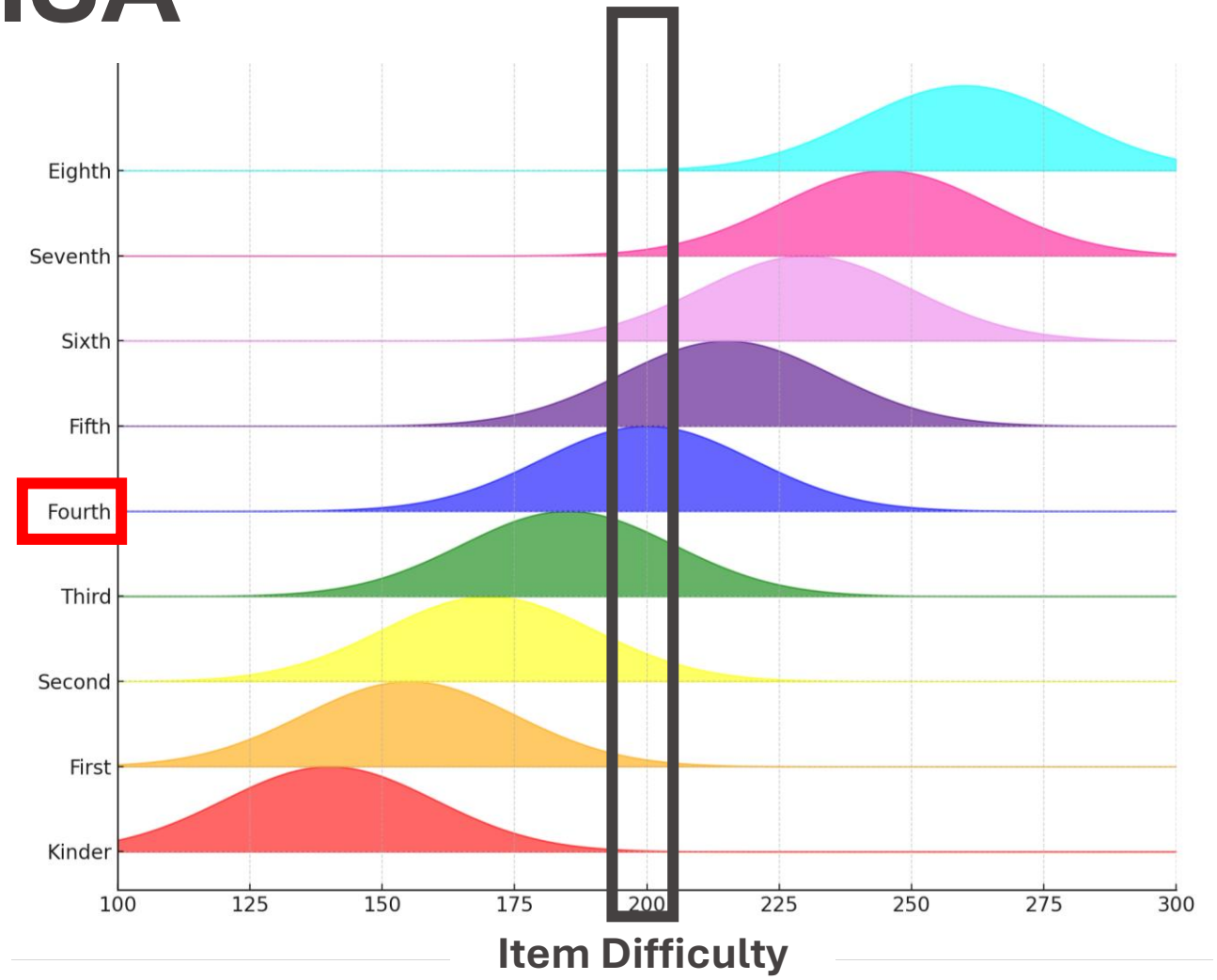
Legacy MAP vs EISA



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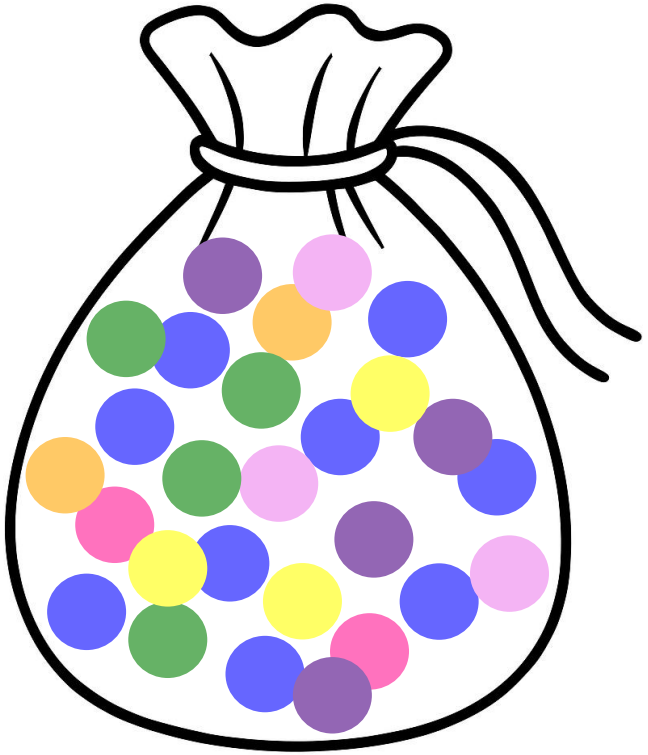
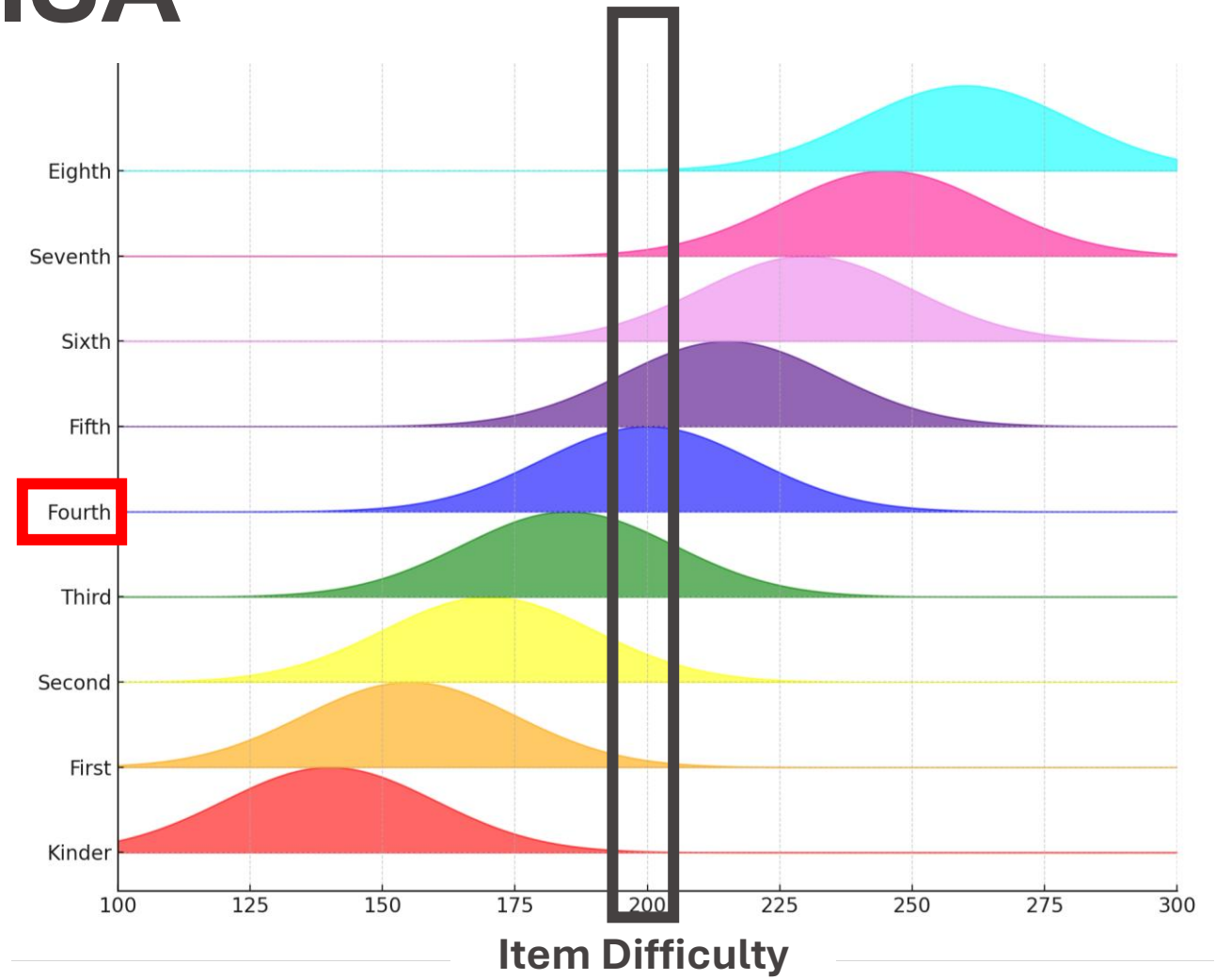
Legacy MAP vs EISA



RIT 200 Items



Legacy MAP selected items according to their difficulty.

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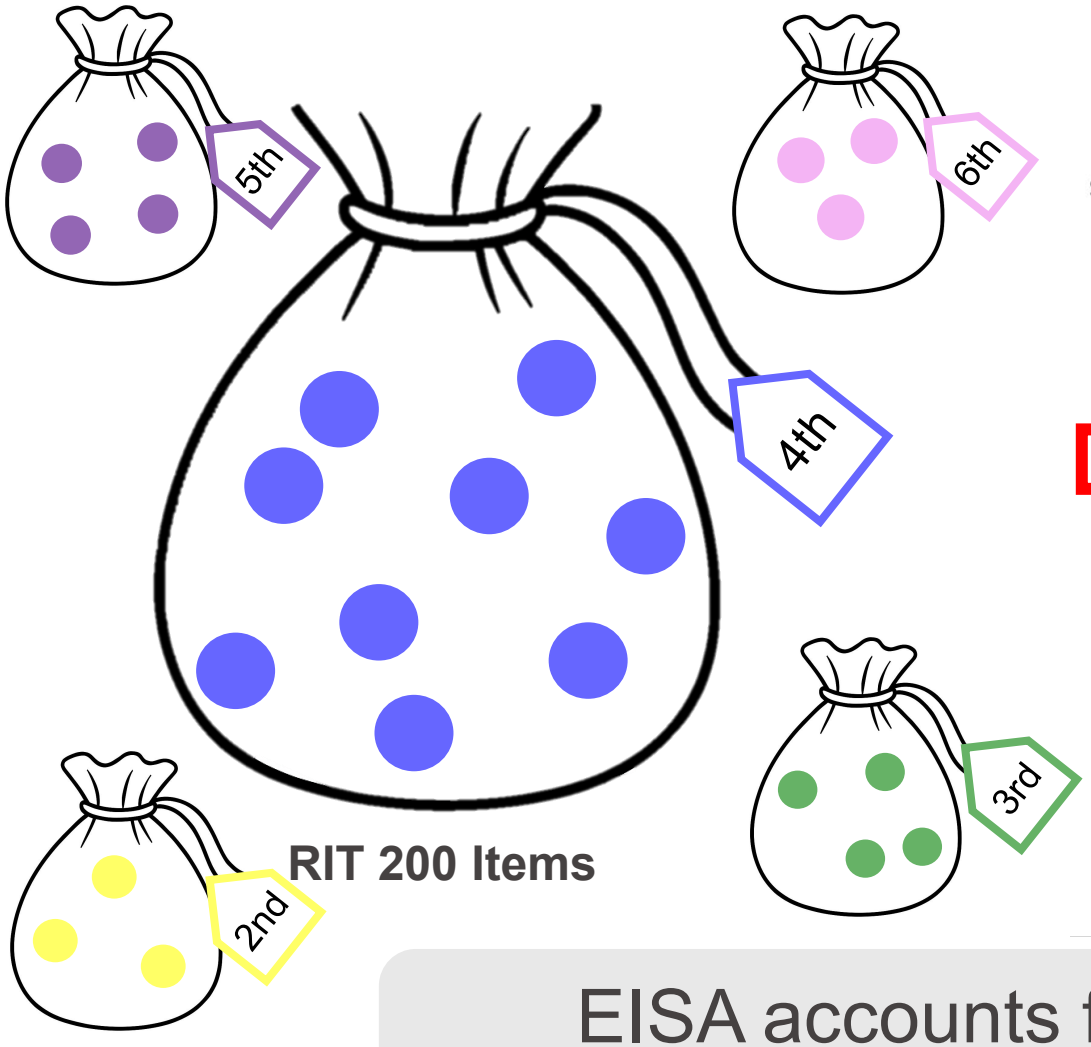
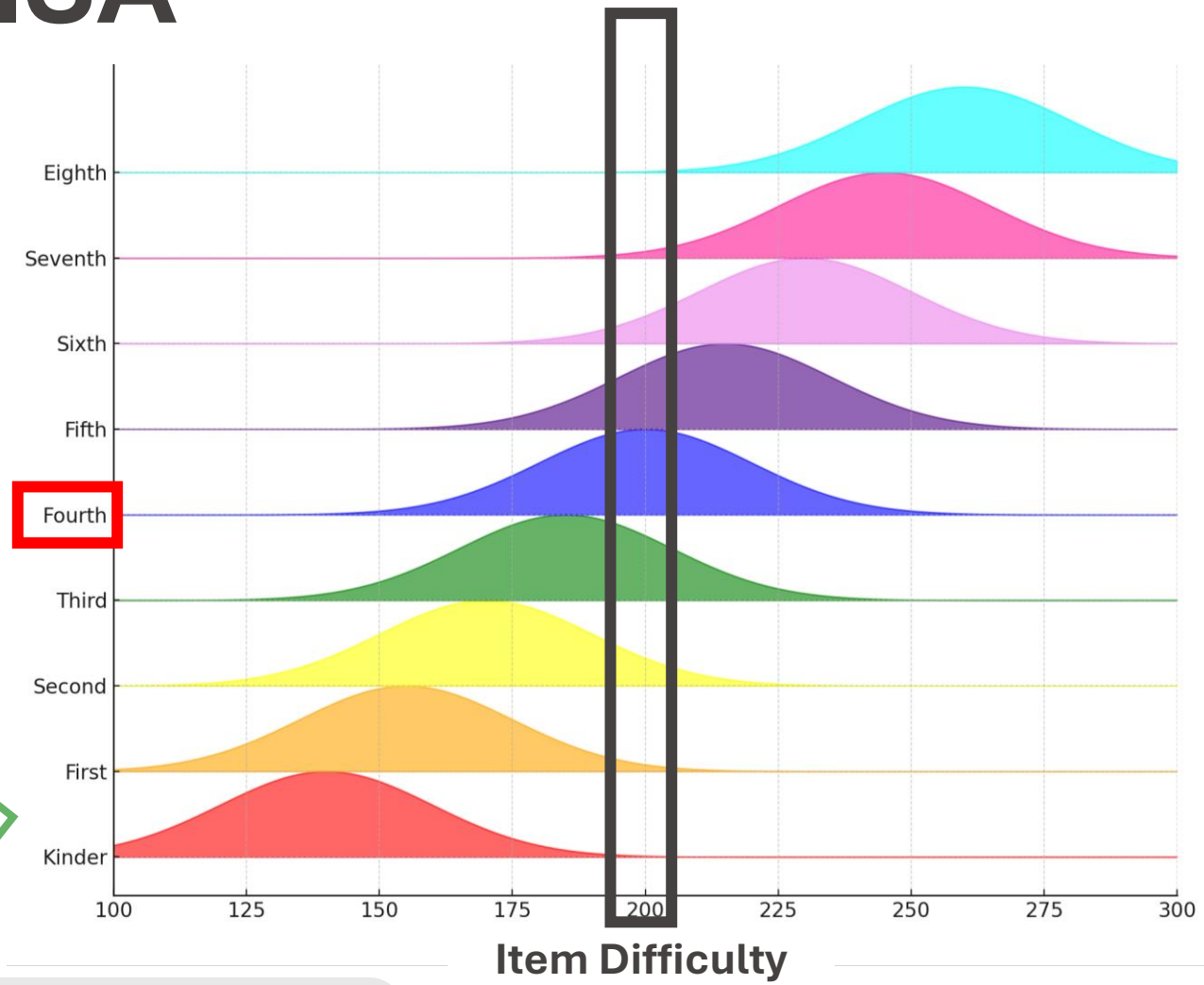
Legacy MAP vs EISA





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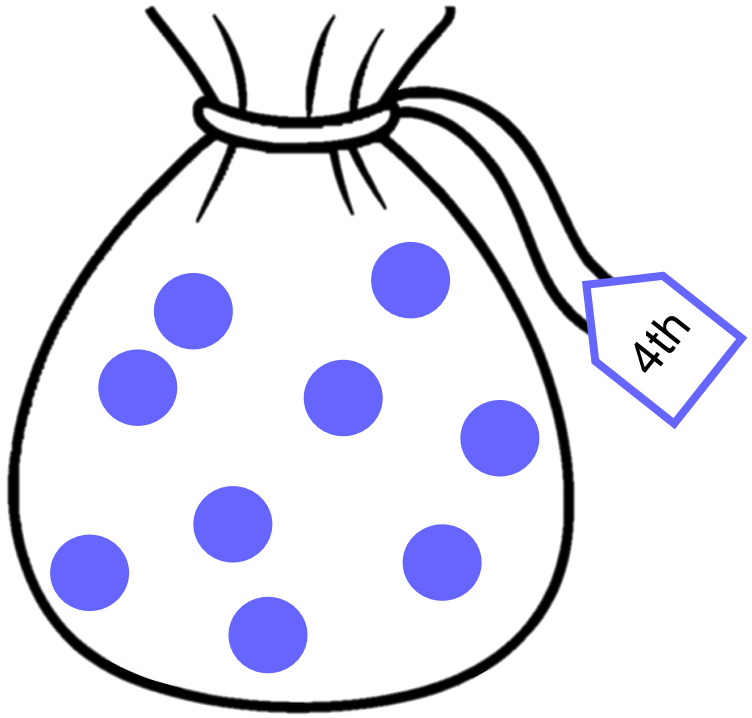
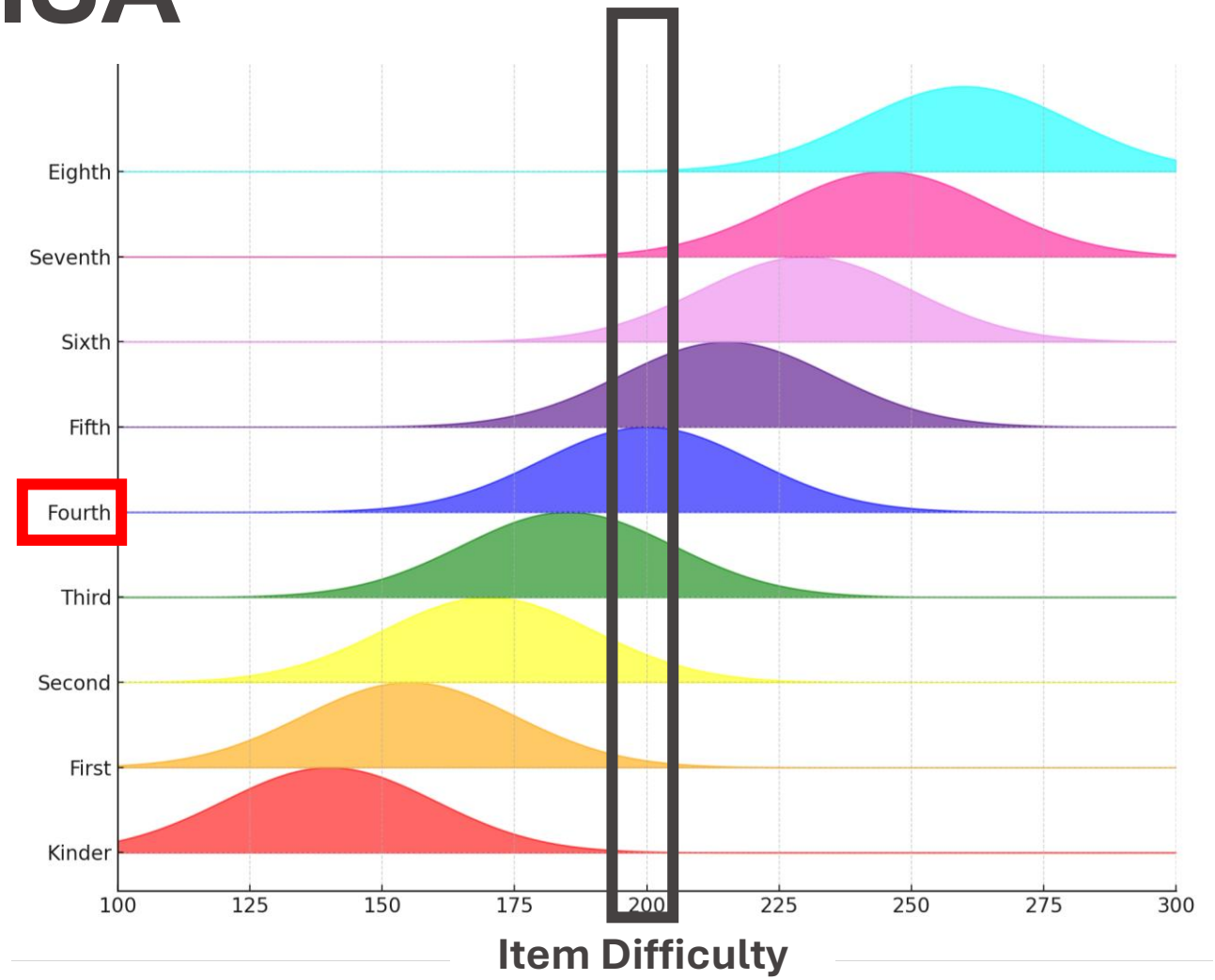
EISA accounts for the grade-level alignment of items.

Legacy MAP vs EISA



RIT 200 Items



And prioritizes on-grade items when available.

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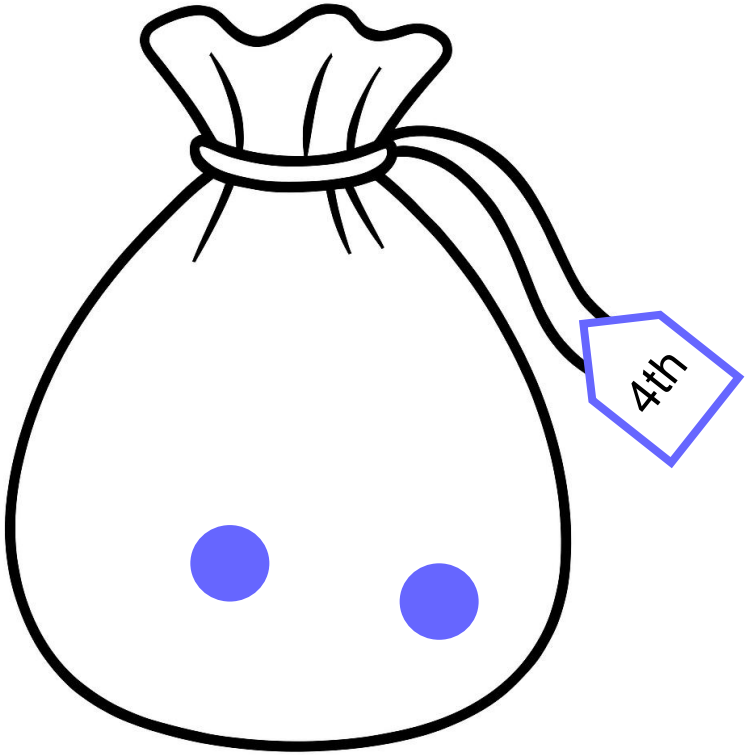
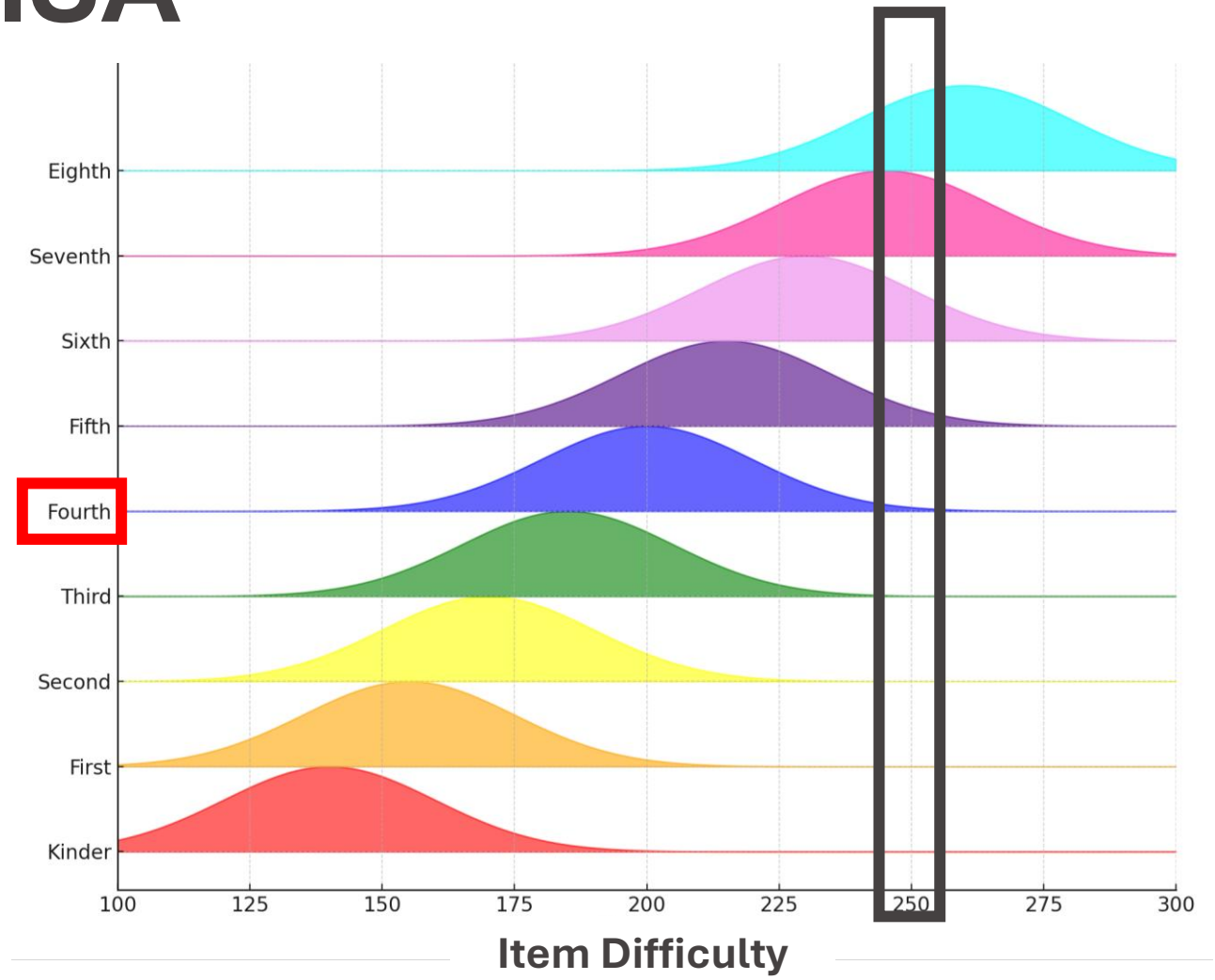
Legacy MAP vs EISA



RIT 250 Items



However, the test still adapts according to student performance.

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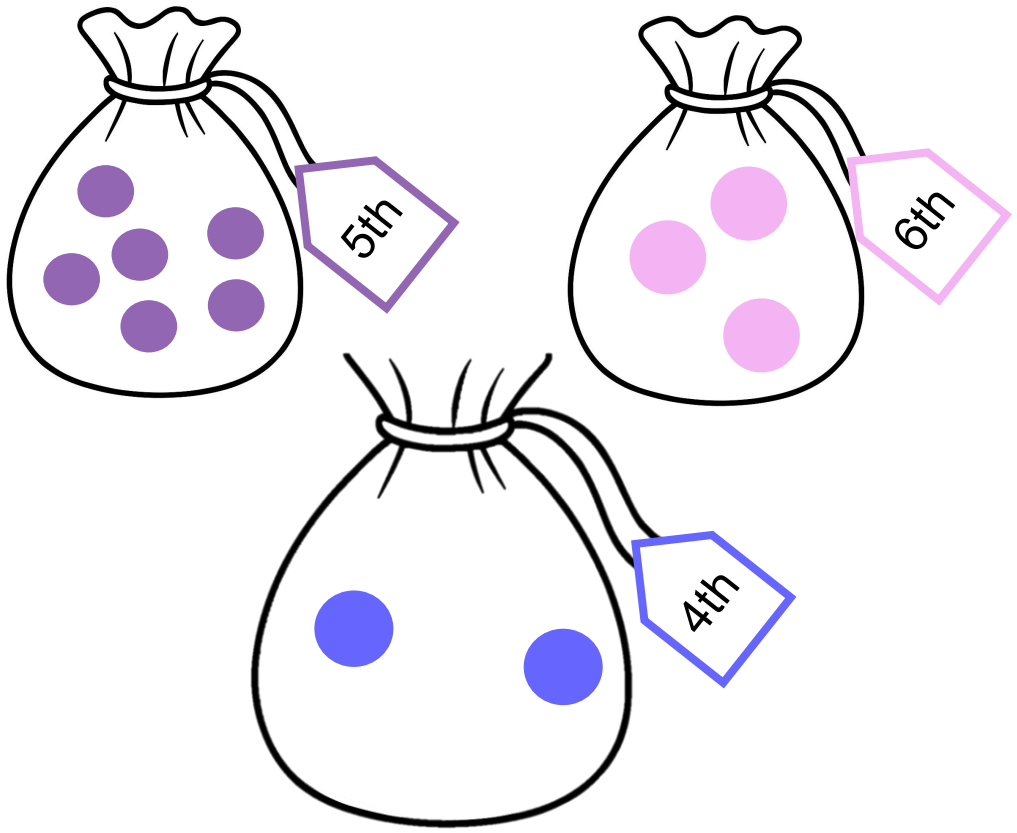
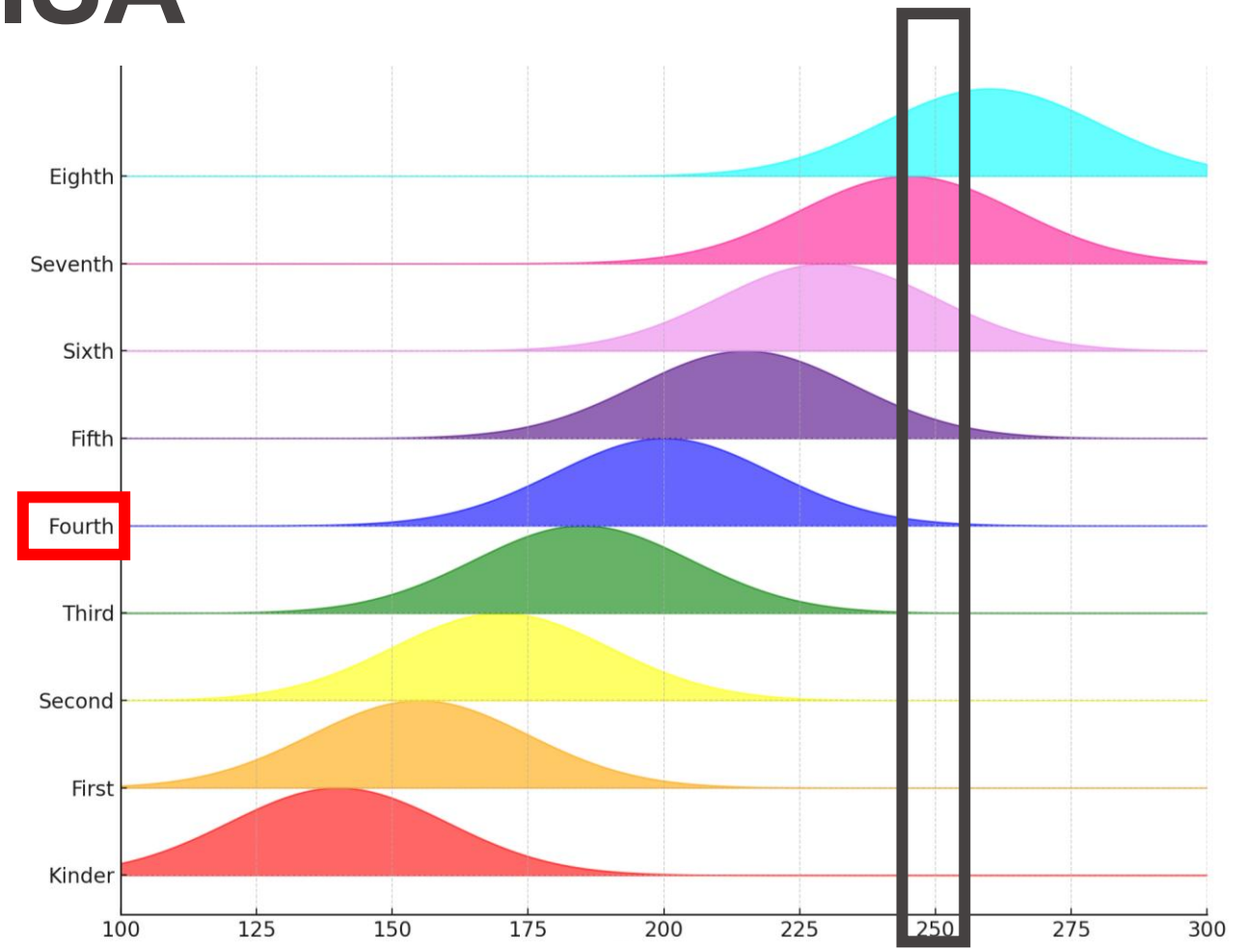
Legacy MAP vs EISA



RIT 250 Items



And draws items from other grades when appropriate.

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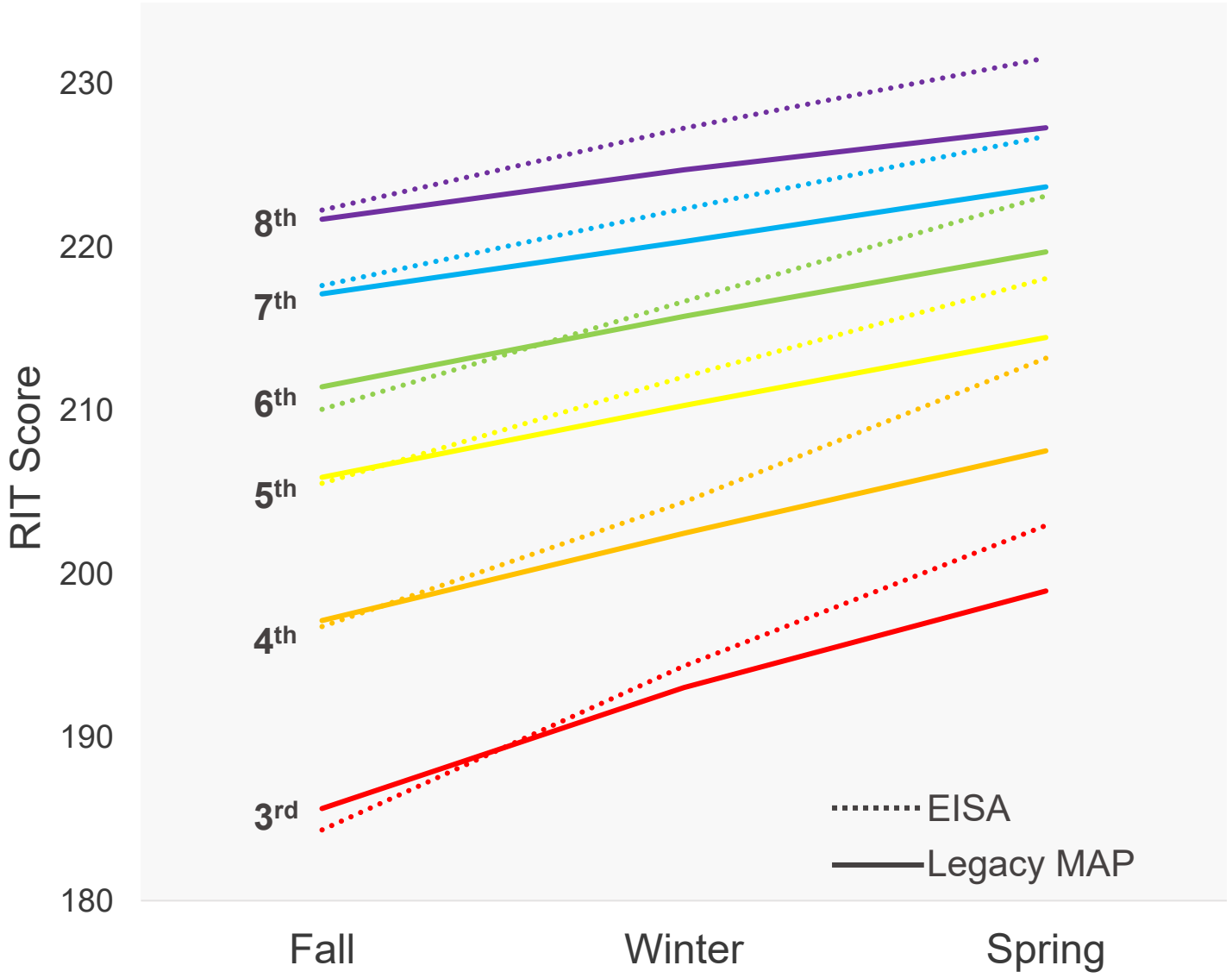
Steeper growth in math with EISA

Compared to legacy MAP, EISA results in decreases in fall scores and increases in winter and spring.



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What's new in the 2025 norms?

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2025 Norms Overview

Years

2022-23 and 2023-24

Scores

116 million scores

Students

13.8 million students

Schools

30K+ schools

Districts

7,000 districts

States

All 50 states

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Feature Overview

Same Core Strengths

- Broad representative sample
- Rigorous methodology
- Time accounted for more precisely than blunt season labels
- Inclusion of school and student norms

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New Features

- Updated focal years that capture post-COVID reality
- Full EISA alignment
- Simplification of process for reporting test timing
- More inclusive sample

Interpreting changes requires caution

Multiple factors contribute to the shifts in the 2025 norms

COVID:
School disruptions due to the pandemic led to declines in achievement and slowed growth.

EISA:
New algorithm increased measurement sensitivity in math leading to steeper observed growth.

Population:
Demographic makeup of public-school students has shifted and this may have affected trends.

Bottom line: When comparing 2025 to 2020, we're not just seeing "learning loss" but the net effect of new data, new context, and improved test.

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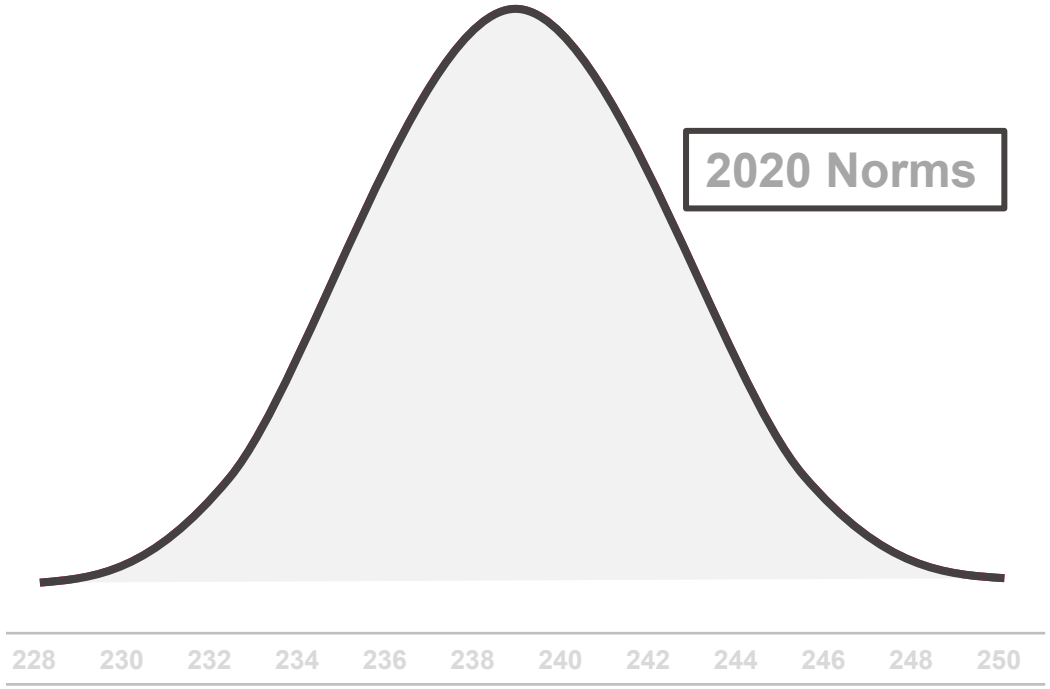
Not all students affected equally



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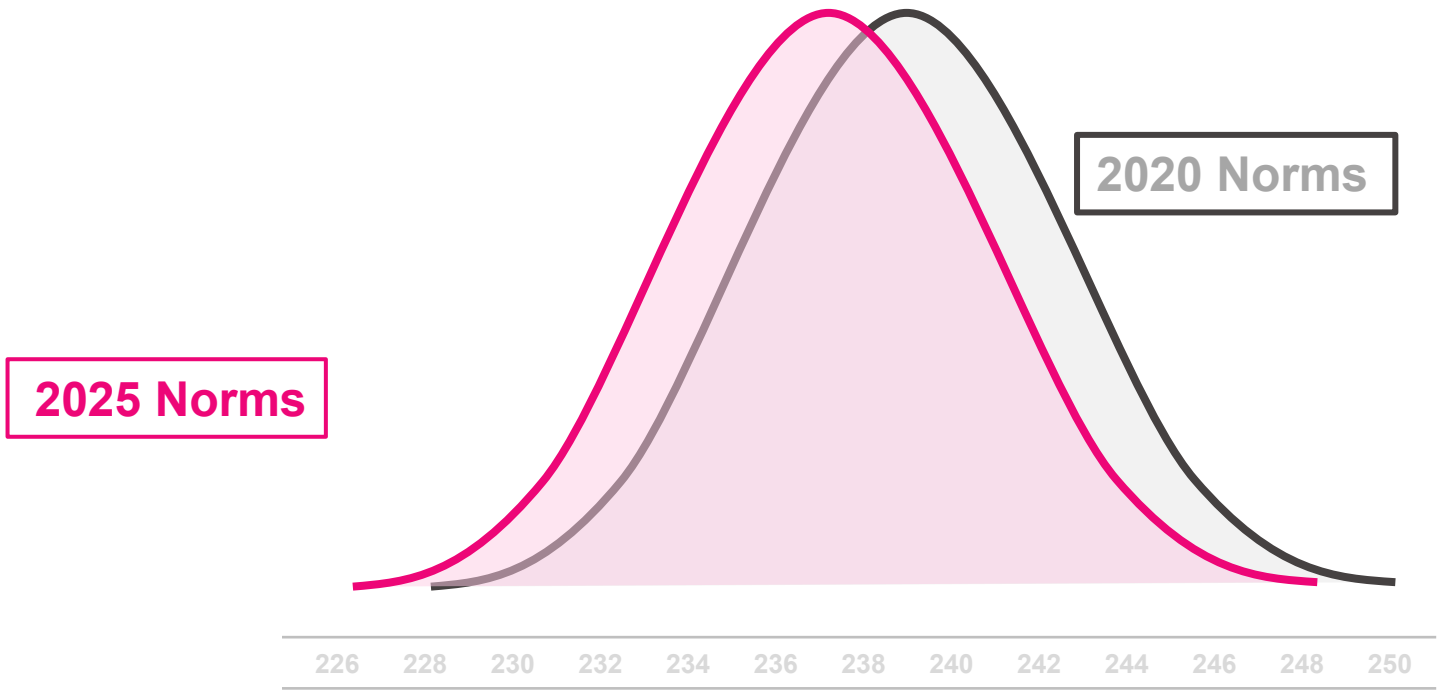
Distribution shifted down



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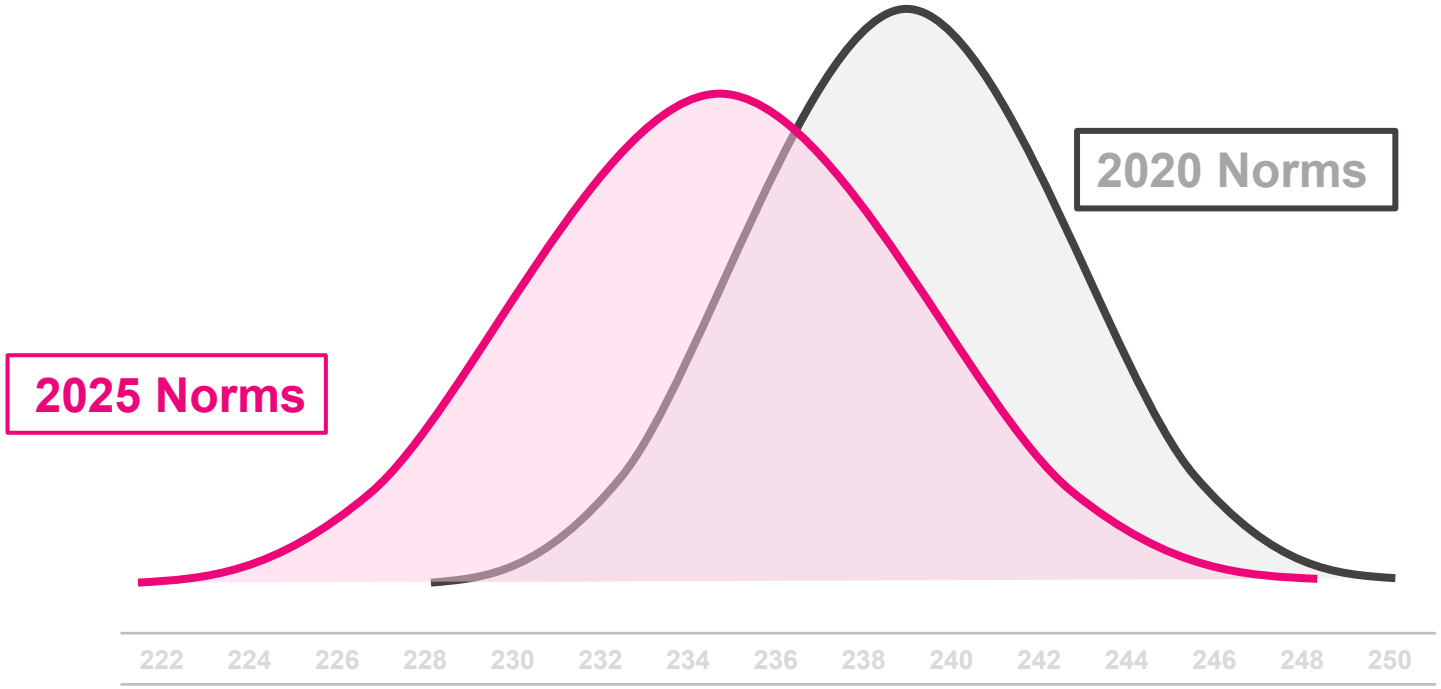
Distribution shifted down *and* became more variable



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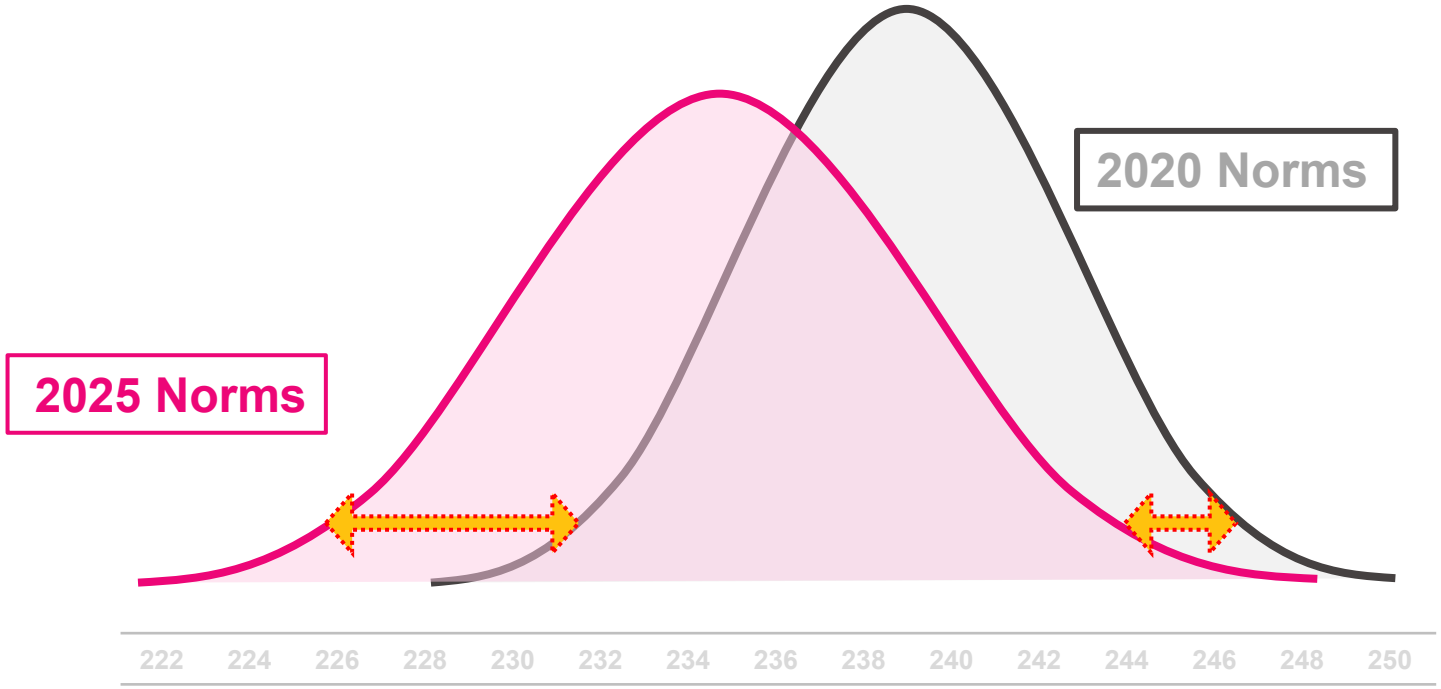

Bottom line: Expect larger shifts at lower achievement levels and smaller shifts at higher achievement levels.

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2025 vs 2020: Understanding Shifts

Calculation

Difference in RIT scores at each percentile and grade

- **Positive** = higher in 2025
- **Negative** = lower in 2025

Ex: Median spring RIT score for 3rd grade in 2020 was 197 and in 2025 it's 194, so the change is -3.

Interpretation

Use typical SEM (≈3) to interpret changes

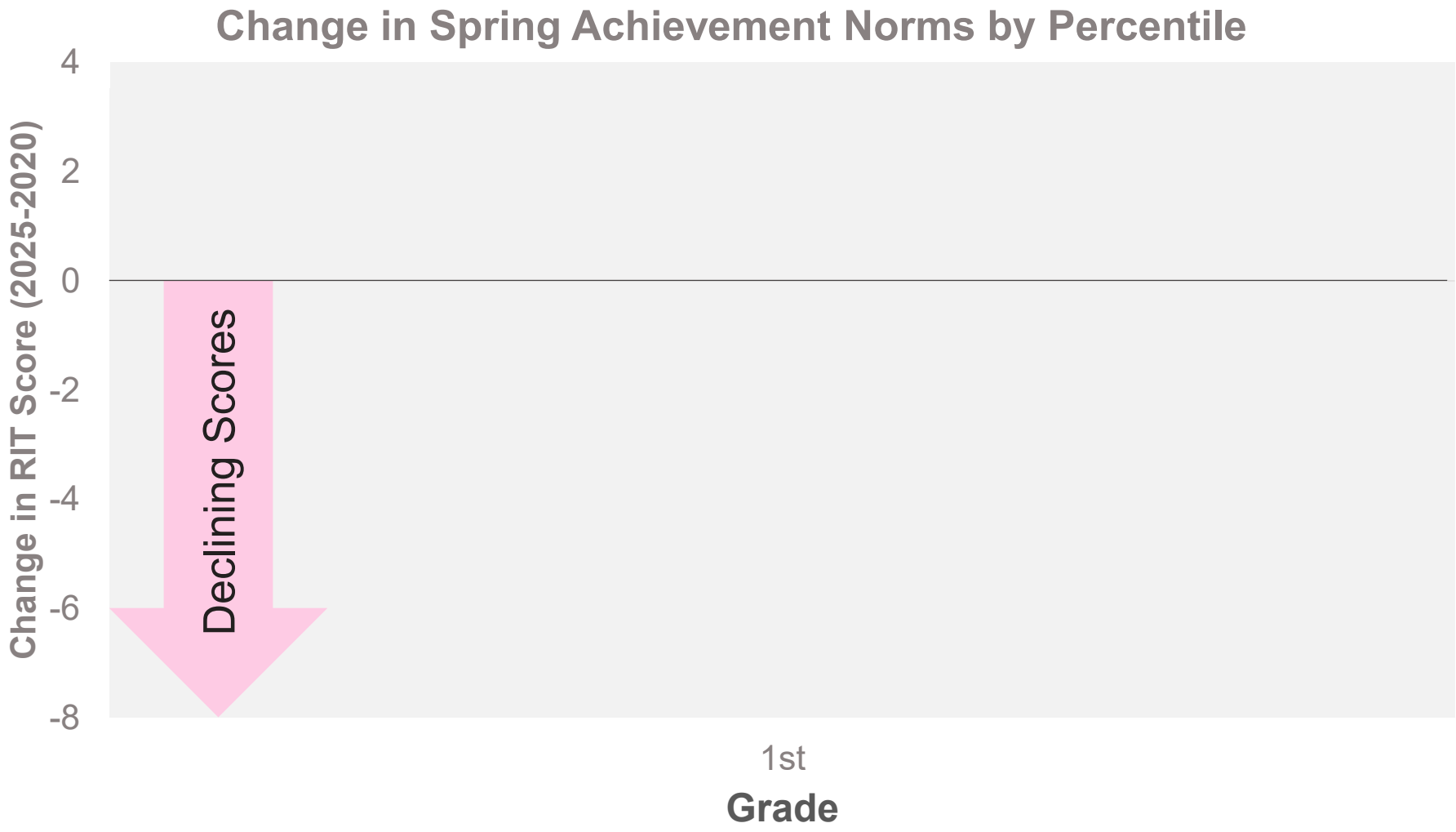
- **Small**: ±0 to 3 RIT
- **Moderate**: ±3 to 6 RIT
- **Large**: ±6 RIT

Visualization

Bar charts to highlight patterns by percentile and grade

Heat maps to show value of RIT score changes

Reading



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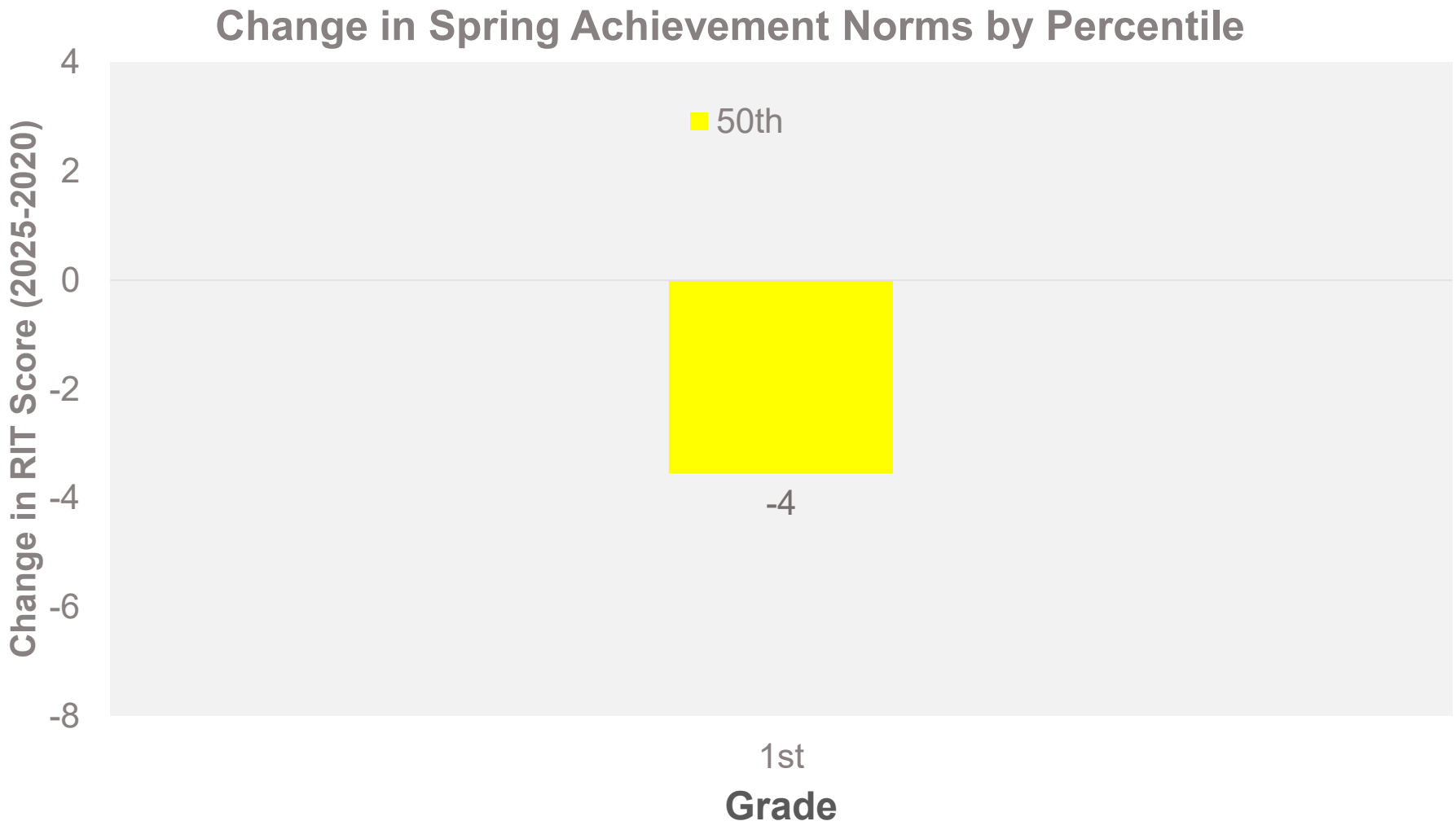
Reading



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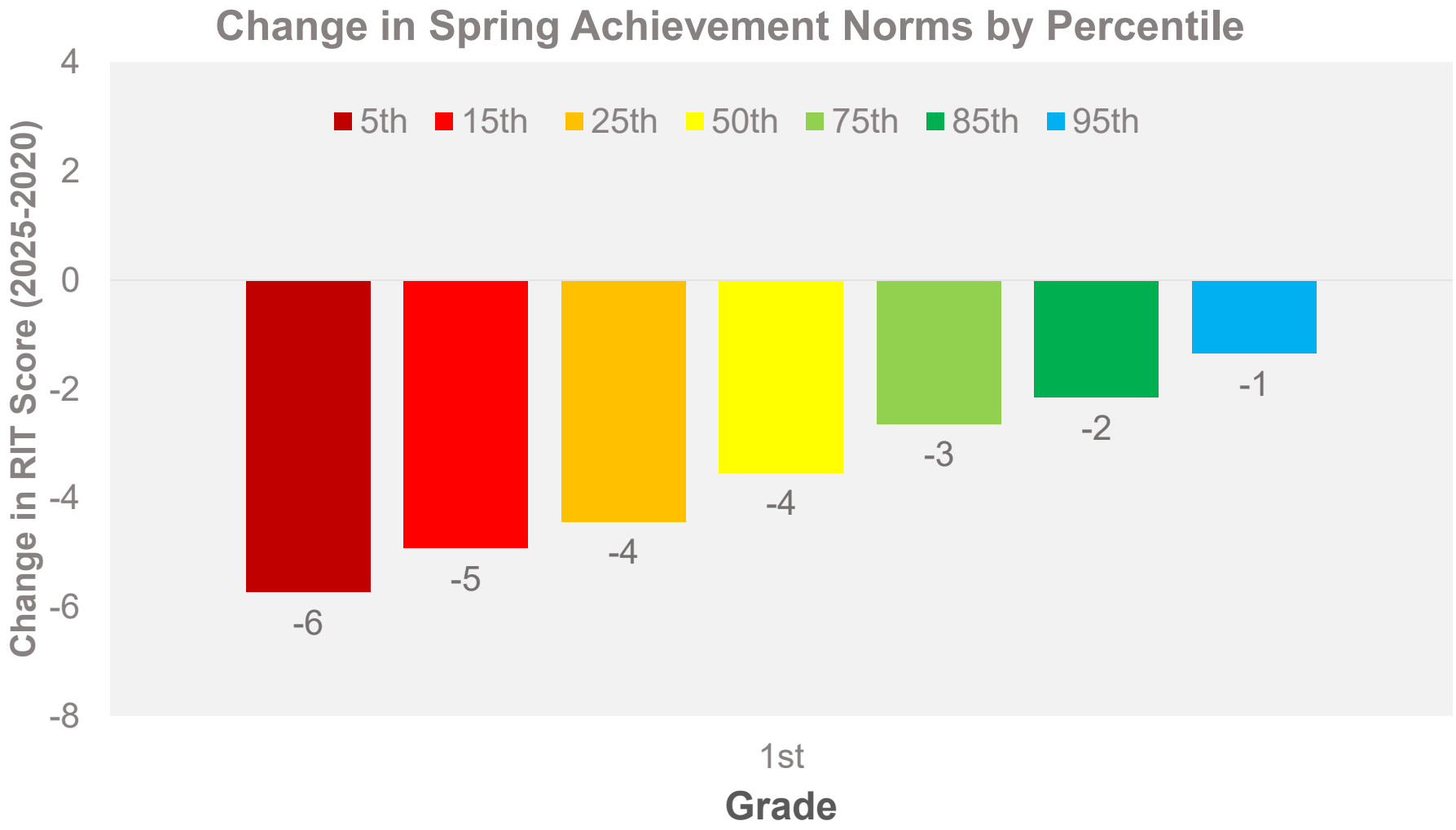

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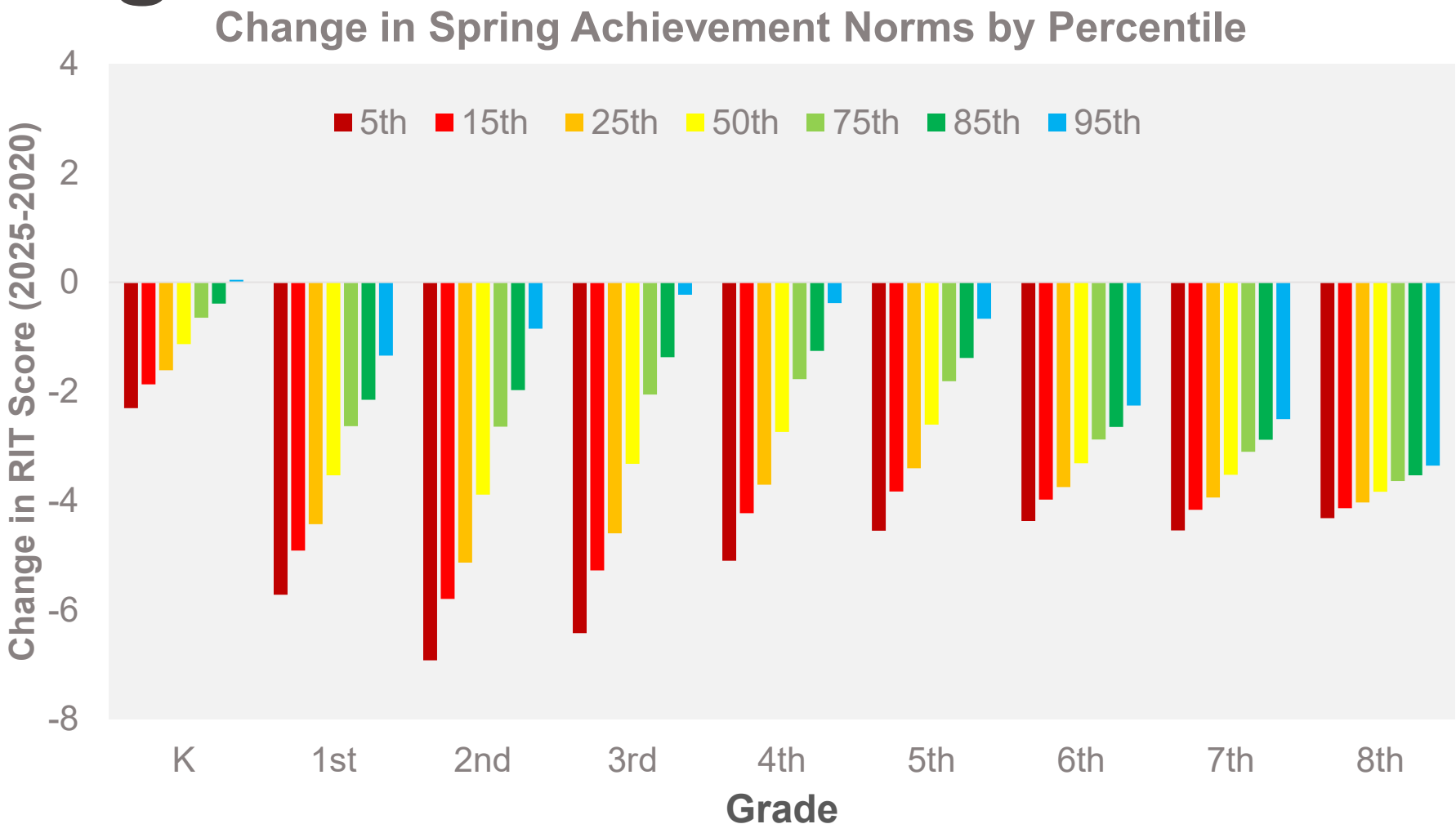

Note. Bars show the difference in RIT points at each percentile rank under the 2025 norms compared to the 2020 norms.

Reading

	Shifts in Spring Achievement						
Grade	5th	15th	25th	50th	75th	85th	95th
K				-1			
1				-4			
2				-4			
3				-3			
4				-3			
5				-3			
6				-3			
7				-4			
8				-4			

Note. Columns show the difference in RIT points at each percentile rank under the 2025 norms compared to the 2020 norms.

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Reading

	Shifts in Spring Achievement						
Grade	5th	15th	25th	50th	75th	85th	95th
K							
1							
2							
3	-6	-5	-5	-3	-2	-1	0
4							
5							
6							
7							
8							

Note. Columns show the difference in RIT points at each percentile rank under the 2025 norms compared to the 2020 norms.

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Reading

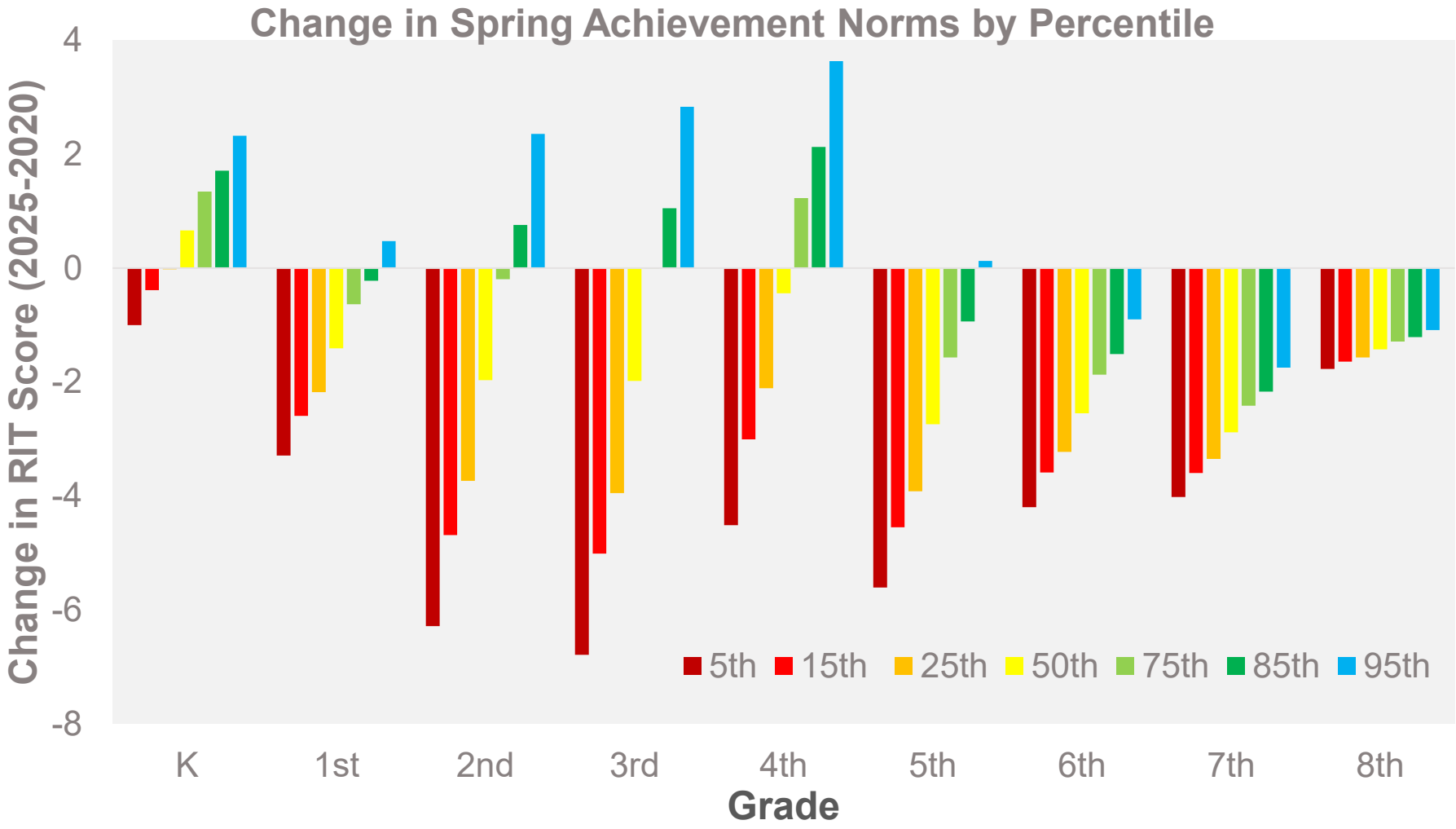
📌 Key Takeaways:

- Across grades, lower-achieving students show steeper declines than higher-achievers
- In older grades, trend is less stark with more consistent declines across the spectrum

	Shifts in Spring Achievement						
Grade	**5th**	**15th**	**25th**	**50th**	**75th**	**85th**	**95th**
K	-2	-2	-2	-1	-1	0	0
1	-6	-5	-4	-4	-3	-2	-1
2	-7	-6	-5	-4	-3	-2	-1
3	-6	-5	-5	-3	-2	-1	0
4	-5	-4	-4	-3	-2	-1	0
5	-5	-4	-3	-3	-2	-1	-1
6	-4	-4	-4	-3	-3	-3	-2
7	-5	-4	-4	-4	-3	-3	-3
8	-4	-4	-4	-4	-4	-4	-3

Note. Columns show the difference in RIT points at each percentile rank under the 2025 norms compared to the 2020 norms.

Math



Note. Bars show the difference in RIT points at each percentile rank under the 2025 norms compared to the 2020 norms.

Math

📌 Key Takeaways:

- Across grades, scores generally lower at and below the median
- In younger grades, scores increased at the upper ends of the distribution
- In older grades, declines are evident across the spectrum but become steeper at lower percentiles

	Shifts in Spring Achievement						
Grade	**5th**	**15th**	**25th**	**50th**	**75th**	**85th**	**95th**
K	-1	0	0	1	1	2	2
1	-3	-3	-2	-1	-1	0	0
2	-6	-5	-4	-2	0	1	2
3	-7	-5	-4	-2	0	1	3
4	-5	-3	-2	0	1	2	4
5	-6	-5	-4	-3	-2	-1	0
6	-4	-4	-3	-3	-2	-2	-1
7	-4	-4	-3	-3	-2	-2	-2
8	-2	-2	-2	-1	-1	-1	-1

Note. Columns show the difference in RIT points at each percentile rank under the 2025 norms compared to the 2020 norms.

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Changes in Fall-to-Spring Growth

📌 Key Takeaways:

- **Reading**: lower growth, especially at median and below

	Reading		
Grade	**25th**	**50th**	**75th**
K	-5	-3	0
1st	-5	-3	0
2nd	-3	-2	-1
3rd	-2	-1	0
4th	-3	-2	-1
5th	-3	-2	-1
6th	-3	-2	-1
7th	-3	-2	-1
8th	-3	-2	0

Note. Columns show the difference in growth in RIT points at each percentile rank under the 2025 norms compared to the 2020 norms.

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Changes in Fall-to-Spring Growth

📌 Key Takeaways:

- **Reading**: lower growth, especially at median and below
- **Math**: higher growth, especially above the median

	Reading			Math		
Grade	25th	50th	75th	25th	50th	75th
K	-5	-3	0	-2	-1	1
1st	-5	-3	0	-1	-1	0
2nd	-3	-2	-1	-1	0	1
3rd	-2	-1	0	1	2	4
4th	-3	-2	-1	1	2	3
5th	-3	-2	-1	-1	0	1
6th	-3	-2	-1	1	2	3
7th	-3	-2	-1	-1	0	2
8th	-3	-2	0	0	1	3

Note. Columns show the difference in growth in RIT points at each percentile rank under the 2025 norms compared to the 2020 norms.

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Summary of RIT Shifts Across Subjects

	Achievement			Growth		
	Bottom	Middle	Top	Bottom	Middle	Top
Reading	↓↓	↓	●	↓↓	↓	●
Math	↓↓	↓	↑↓	●	↑	↑↑

Note. ↓ = decline; ↑ = increase; ● = stable/no meaningful change; ↑↓ = mixed pattern

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Summary of RIT Shifts Across Subjects

	Achievement			Growth		
	Bottom	Middle	Top	Bottom	Middle	Top
Reading	↓↓	↓	●	↓↓	↓	●
Math	↓↓	↓	↑↓	●	↑	↑↑
Language Usage	↓↓	↓	●	↓	●	●
Science	↓	●	↑	●	●	●

Note. ↓ = decline; ↑ = increase; ● = stable/no meaningful change; ↑↓ = mixed pattern

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Summary of Percentile Shifts for Same RIT

On average, shifts are more notable at the bottom and middle of distribution.

	Reading			Math		
	30th	50th	95th	30th	50th	95th
K	34	54	95	30	48	93
1	40	59	96	35	54	95
2	40	59	96	38	55	93
3	39	57	95	38	55	93
4	37	56	95	33	51	93
5	37	56	95	37	56	95
6	38	58	96	36	56	96
7	38	58	96	36	56	96
8	39	59	97	33	53	96

Note. Columns show the 2025 percentile rank that corresponds to the RIT score at the 30th, 50th and 95th percentiles under the 2020 norms. Shading indicates magnitude of change.

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What about high school?

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What about high school?

📌 Key Takeaways:

- Achievement declines in all subjects, but largest in **reading** and **language usage**
- Growth up slightly in **math**; down slightly in other subjects

		Spring Achievement	F-to-S Growth
Math	9th	-1	0
	10th	-1	1
	11th	-1	1
	12th	-3	2
Reading	9th	-4	-2
	10th	-5	-1
	11th	-7	-2
	12th	-8	-2
Language Usage	9th	-3	-1
	10th	-3	0
	11th	-4	-1
Science	9th	-1	-1
	10th	-1	-1

What are the implications?

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Implications for Program Decisions

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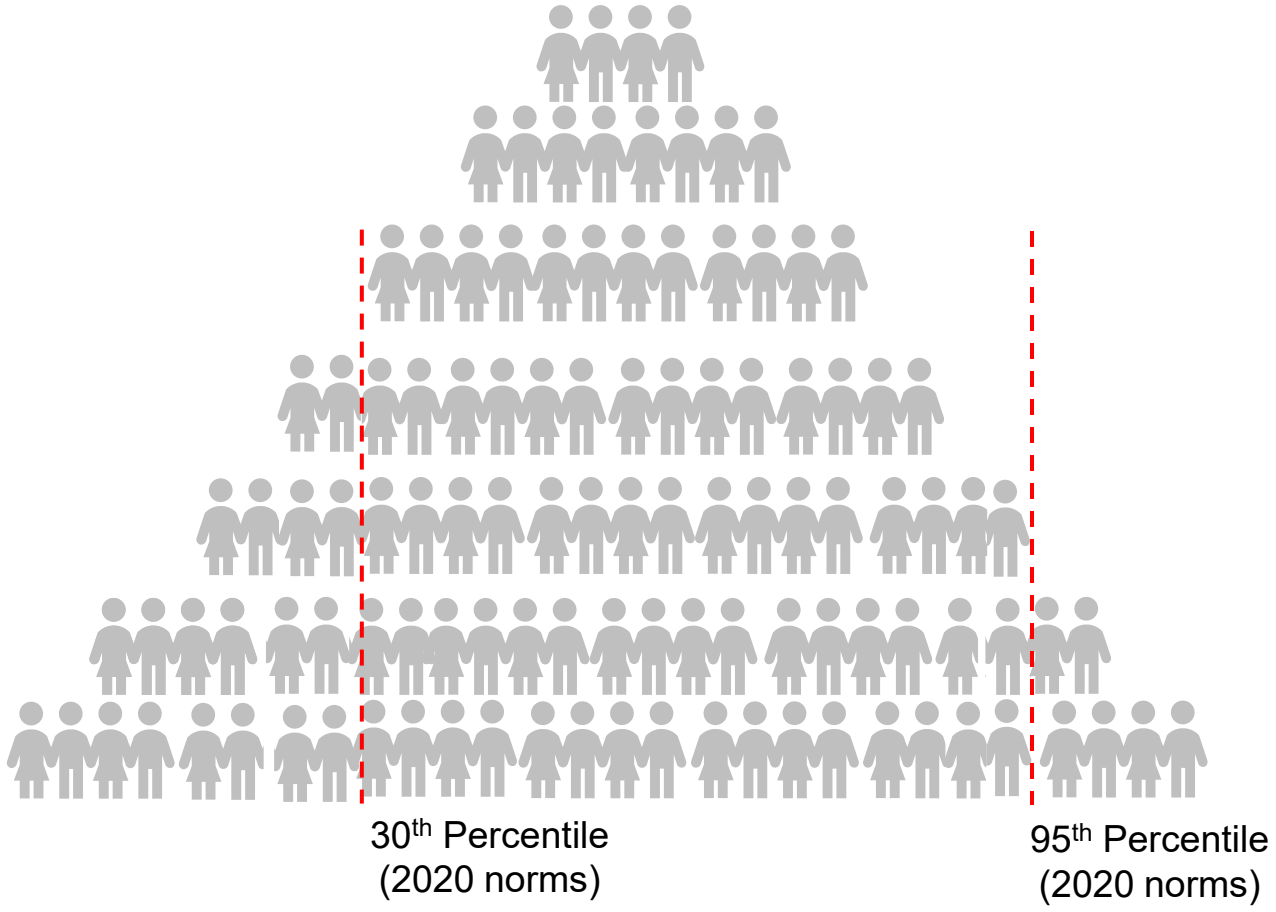
Implications for Program Decisions



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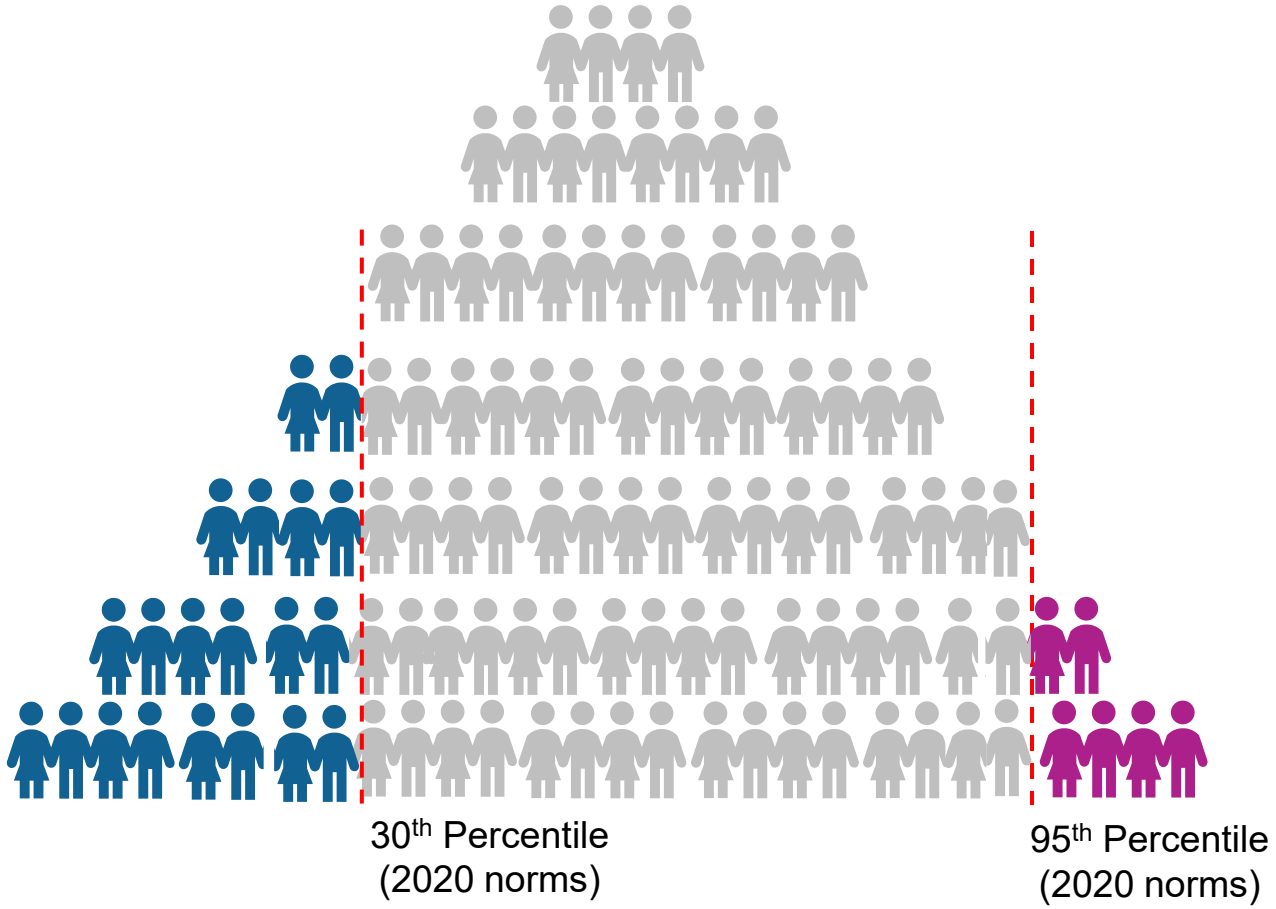
Implications for Program Decisions



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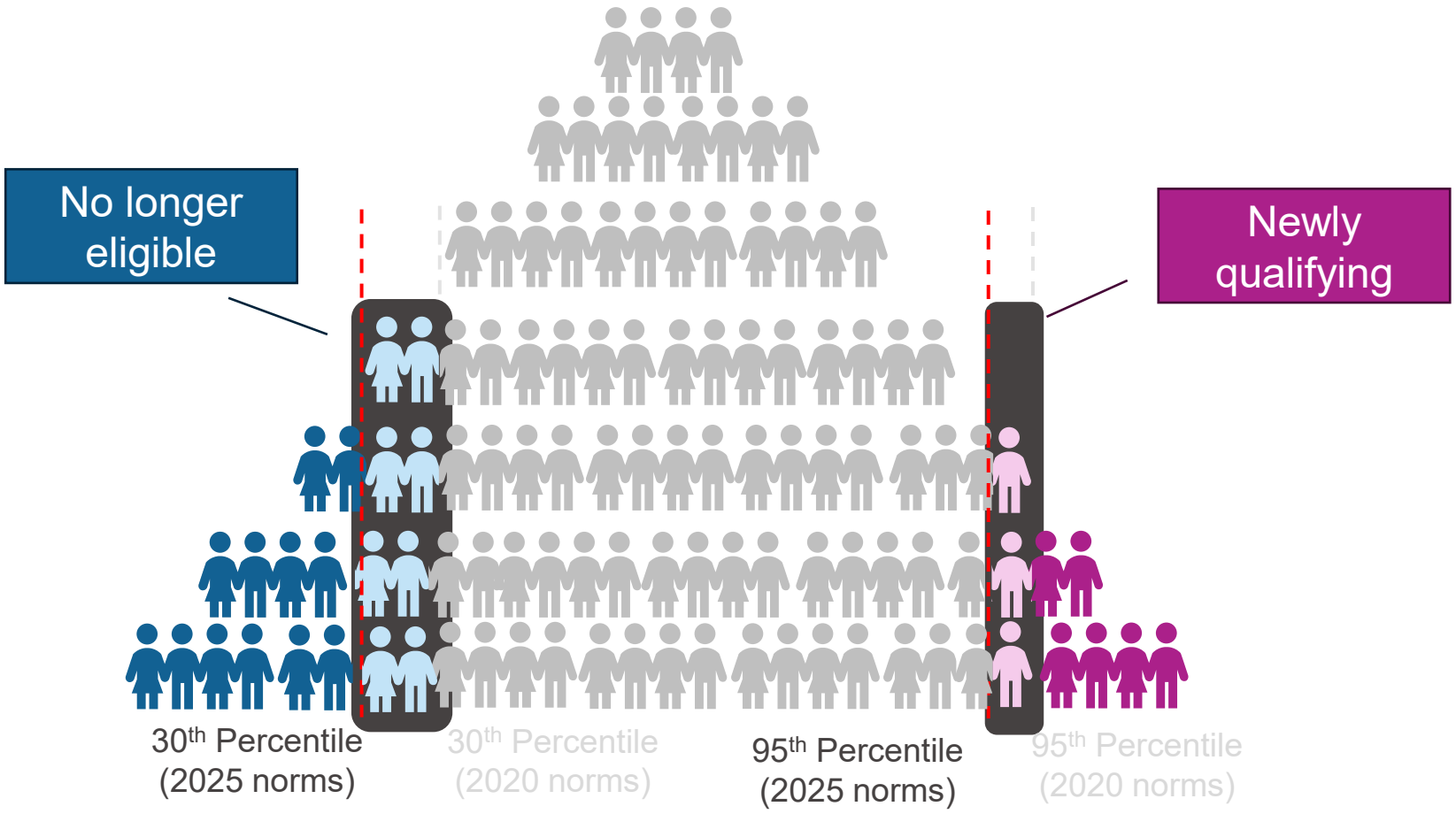
Implications for Program Decisions



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Guidance for Decision-Makers

What we're NOT saying: Change all your thresholds

We ARE saying: Review whether they still make sense

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Guidance for Decision-Makers

Core Message

What we're NOT saying: Change all your thresholds

We ARE saying: Review whether they still make sense

Key Questions

- Why were your cut points originally chosen?
- Do they still align with your goals and resources?
- Are they intentional choices or de facto practices?

Guidance for Decision-Makers

Core Message

What we're NOT saying: Change all your thresholds

We ARE saying: Review whether they still make sense

Key Questions

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- Do they still align with your goals and resources?
- Are they intentional choices or de facto practices?

Bottom Line

Normative cuts can still be useful and appropriate, but they should be intentional choices that reflect current priorities, not simply inherited from previous years.

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Implications for Proficiency Projections

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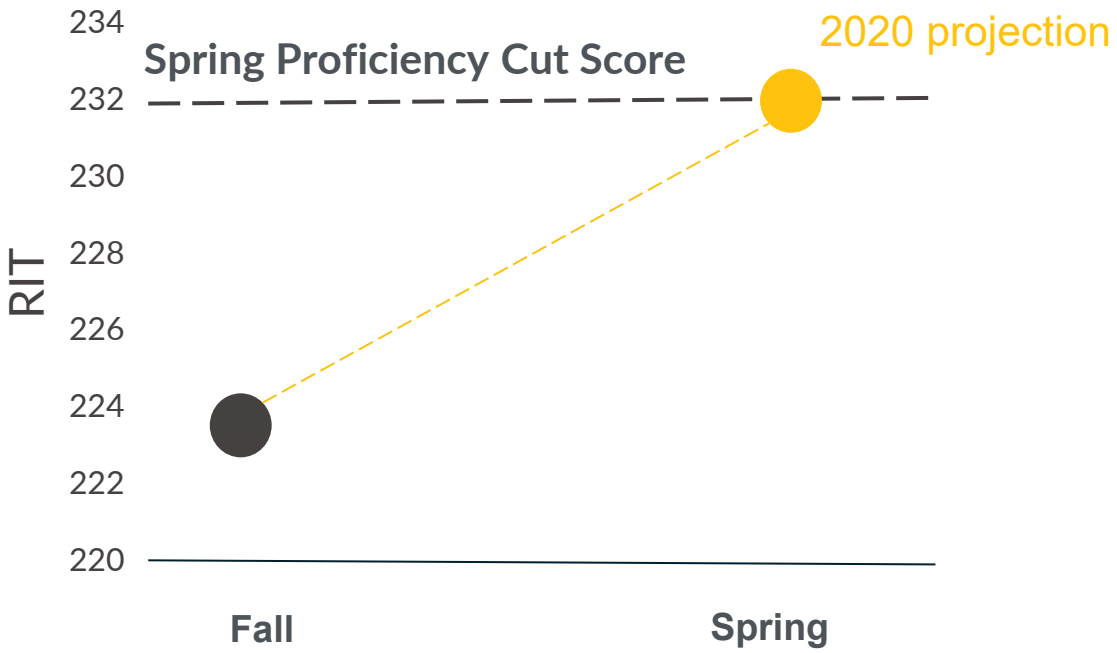
Season	How proficiency is determined	What changes with new norms?
Spring	Compare spring RIT score to cut score derived from equipercentile linking with state test	**Usually unchanged**, except in **math** this year, where cut scores have been concorded to EISA scale

Implications for Proficiency Projections

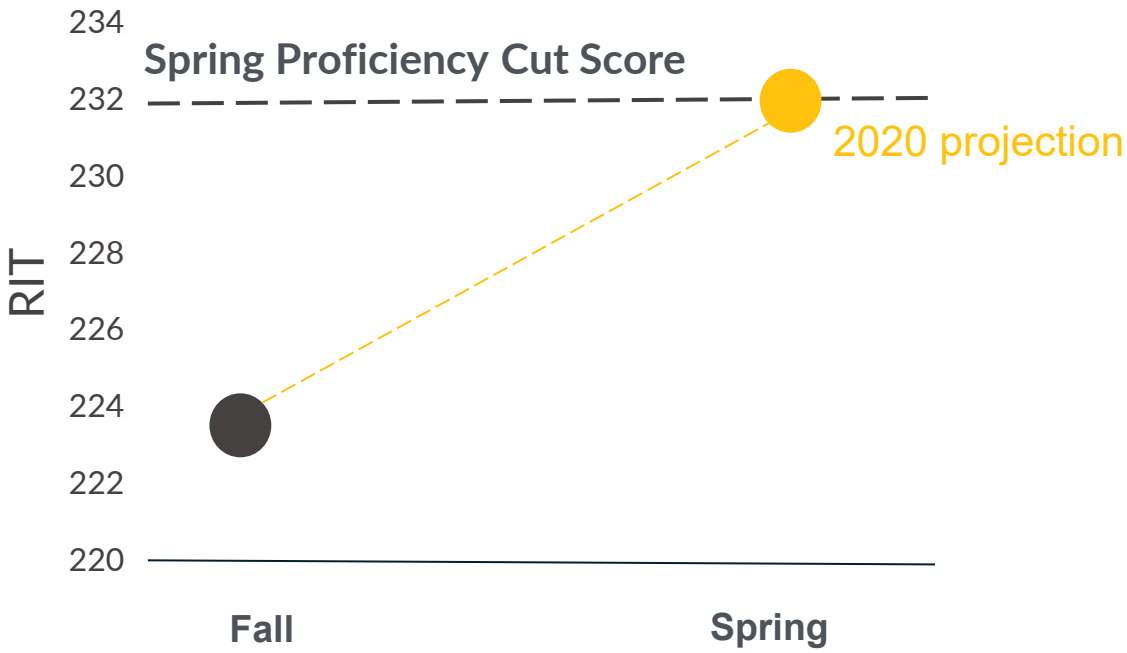
Season	How proficiency is determined	What changes with new norms?
Spring	Compare spring RIT score to cut score derived from equipercentile linking with state test.	**Usually unchanged**, except in **math** this year, where cut scores have been concorded to EISA scale
Fall and Winter	Project spring RIT score using growth norms, then compare to cut score	**Affected by updated growth norms** Projections may shift depending on subject and grade

2020 Scenario

Reading



Math



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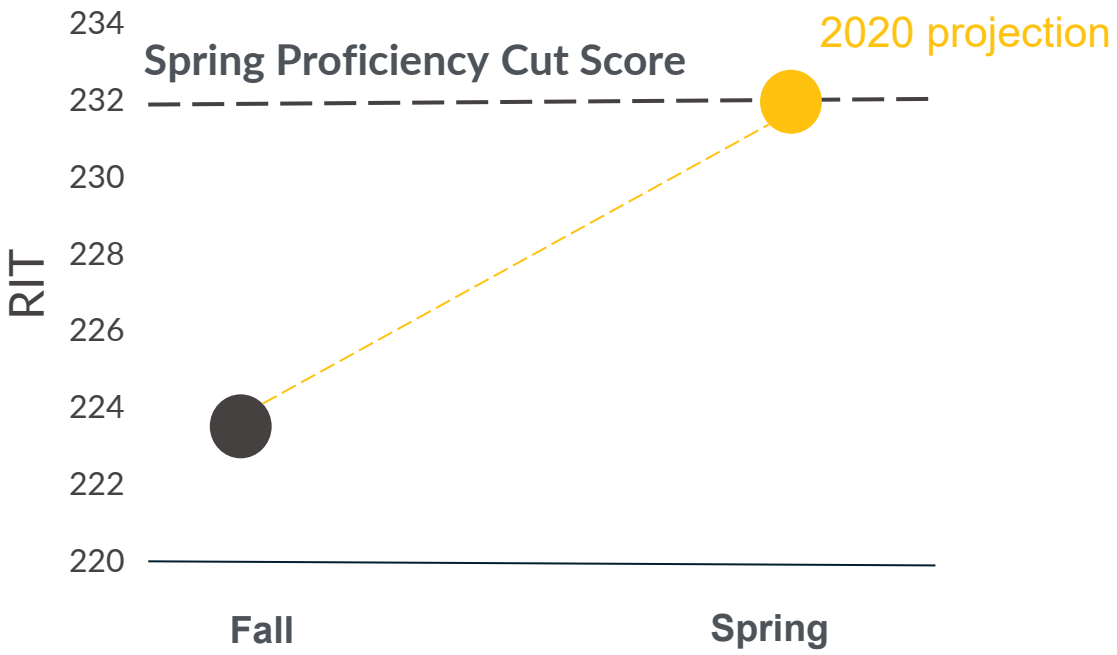
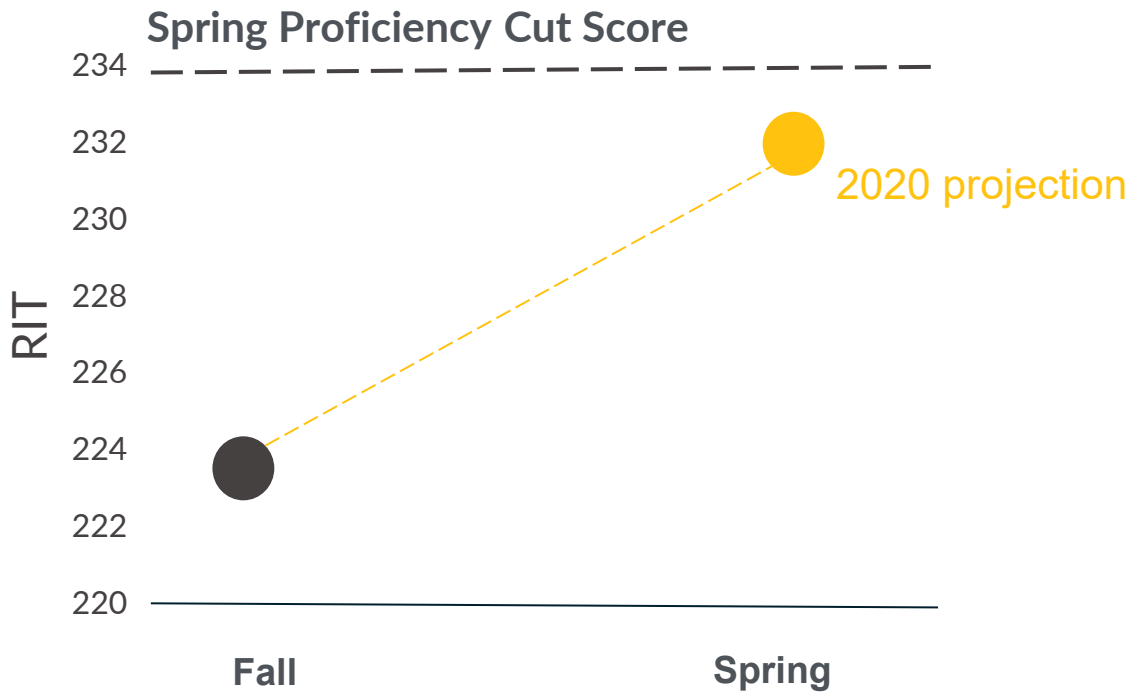
2025 Scenario – Concord math cut scores

Reading



Math



Increased cut scores in math reflect EISA concordance.

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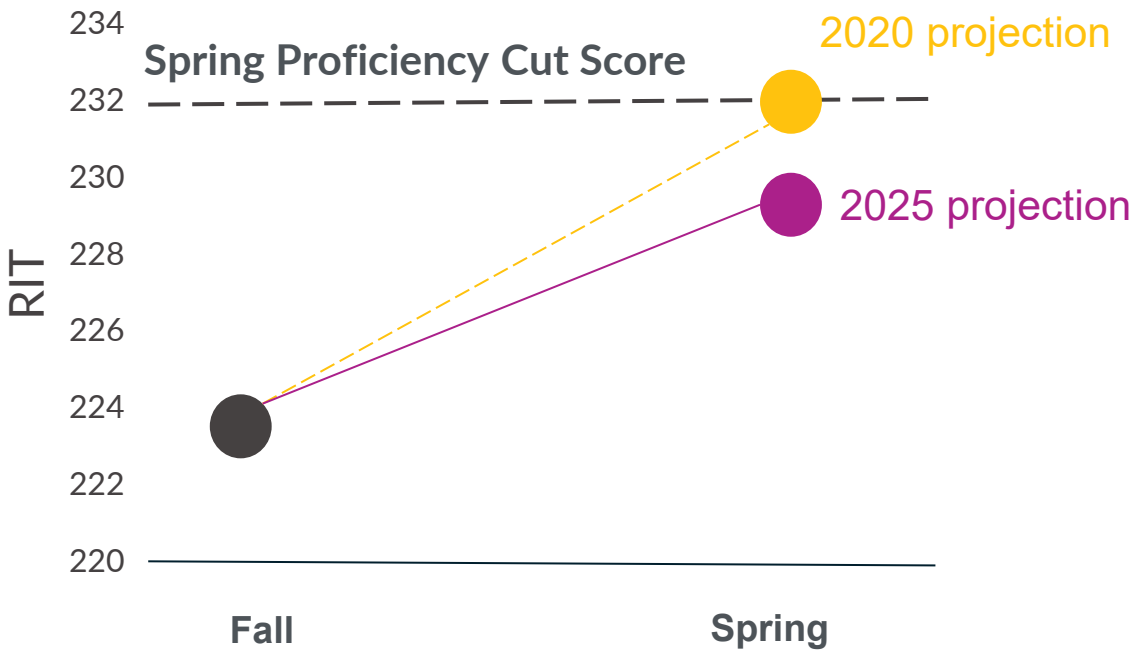
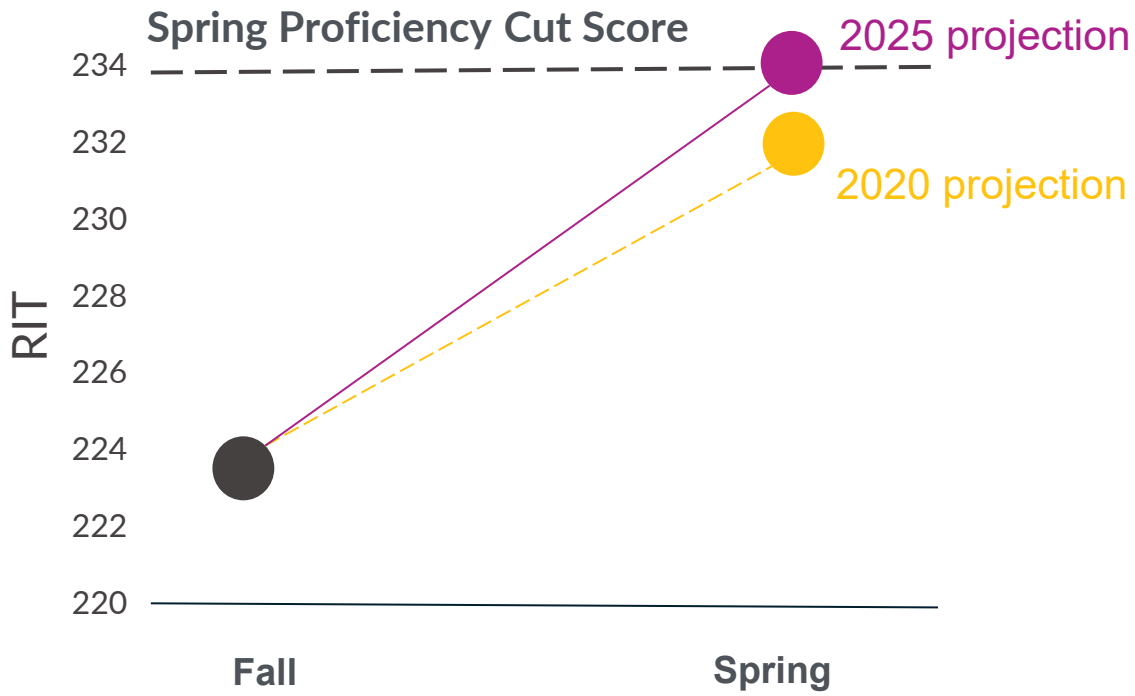
2025 Scenario – Changes in growth norms

Reading



Lower growth: Fewer students may be projected proficient

Math



Offsetting effects: Proficiency projections may shift or cancel out

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Key Takeaways

1. **EISA** means MAP is more responsive to what students are learning.
2. **2025 norms** reflect current national performance.
3. **Shifts are uneven** across the distribution.
4. **Placement decisions** may need to be revisited.

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Thank you!

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