



WEBINAR

3 powerful ways to connect assessment data to instruction

nwea

Before we begin

- 45-minute presentation, 15 minutes for Q&A
- Listen mode only
- Submit questions via the Q&A box
- Recorded and sharable
- Short survey at the end

Today's Presenters



Kailey Rhodes

Learning Content Designer,
Teacher, Host



Mary Resanovich

Principal Content Designer
NWEA



Yolanda Wallace

Director of Professional
Learning
NWEA



Jenna Talos

Implementation Manager
NWEA

An assessment alone has never changed a kid's life.
It's what comes next that matters.

A data dilemma



The good news: Teachers value data

95%

Of teachers use data to
understand student
performance

86%

Think using data is an
important part of being
an effective teacher

81%

Think students benefit
when instruction is
informed by data

The challenge: Persistent barriers exist.



Time

Data isn't delivered in a timely manner; teachers lack time to make meaning of it.



Data Overwhelm

Mountains of data make it hard for teachers to separate signal from noise.



Unclear next steps

Without the right insights, resources, or support, the path from data to instruction is murky.

90% of surveyed teachers said school and district leaders are responsible for ensuring teachers have what they need to use data.

So, what can leaders provide?

What leaders can provide



**Relevant
data**



**Connected
Resources**



**Instructional
support**

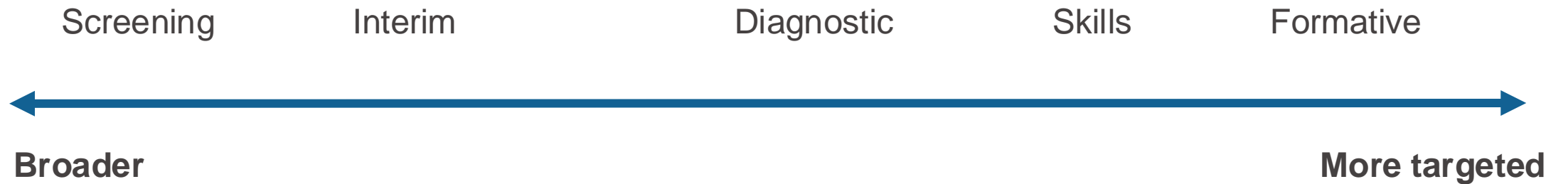
How assessment data can help



Mary Resanovich

Principal Content Designer
NWEA

Assessment Grain Size



Assessment Grain Size

Screening
Interim

Formative
Skills
Diagnostic



Broader
Construct Level

More targeted
Classroom Level

Assessment Grain Size

Screening

Interim

Formative

Skills

Diagnostic

Provides high-level information to inform areas of strength and opportunity.

Typically provide more granular information to inform more targeted support/enrichment.



Broader
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map
GROWTH

map
Reading
Fluency



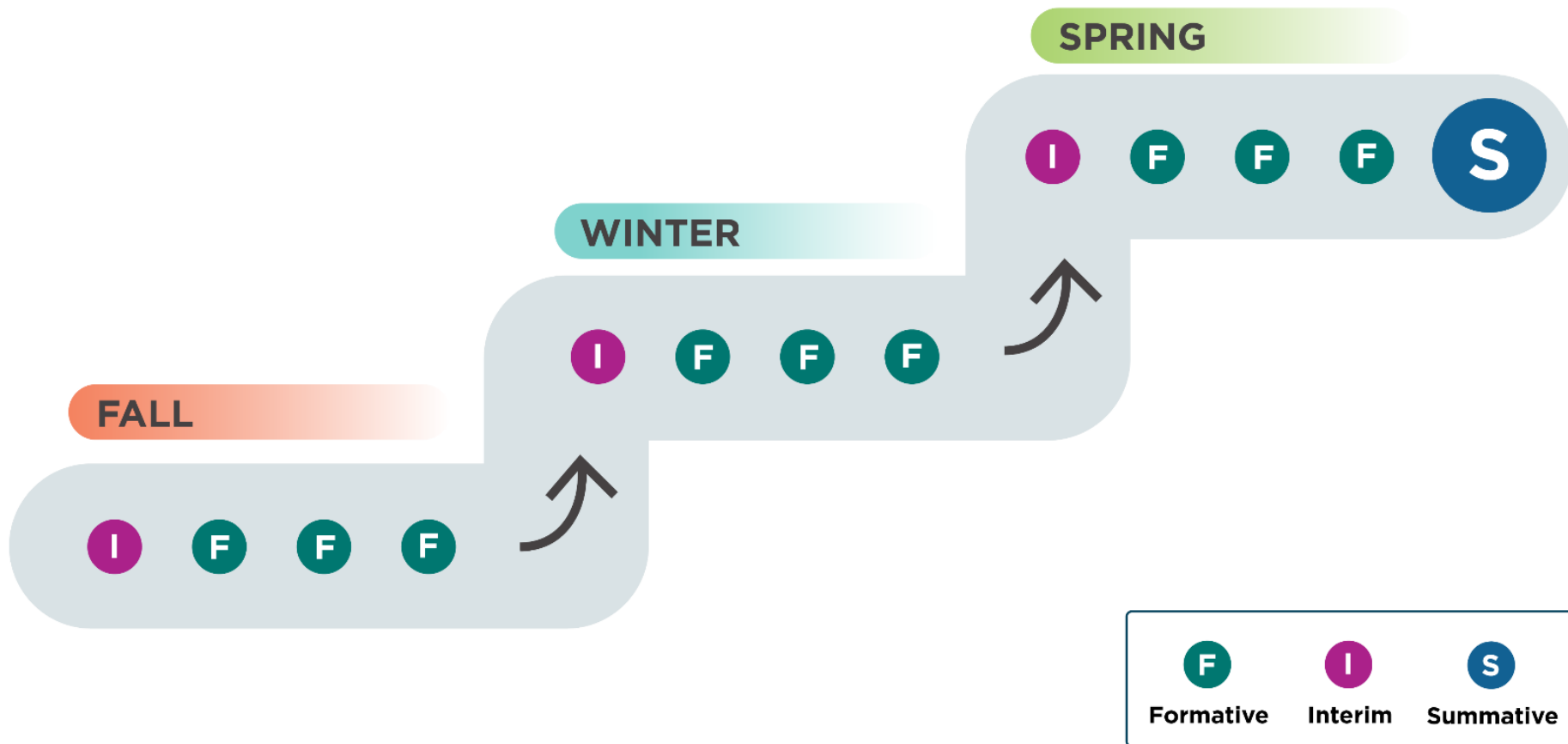
Informing strategic instructional decisions



Jenna Talos

Implementation Manager
NWEA

Supporting learners on their journey



Key questions through the year



FALL

How can I group my students with similar results?



WINTER

What is the next step for small group instruction?



SPRING

Did students perform above or below expectations?

map GROWTH



What is the key question?

What does the data say?

What comes next?

What is the key question?

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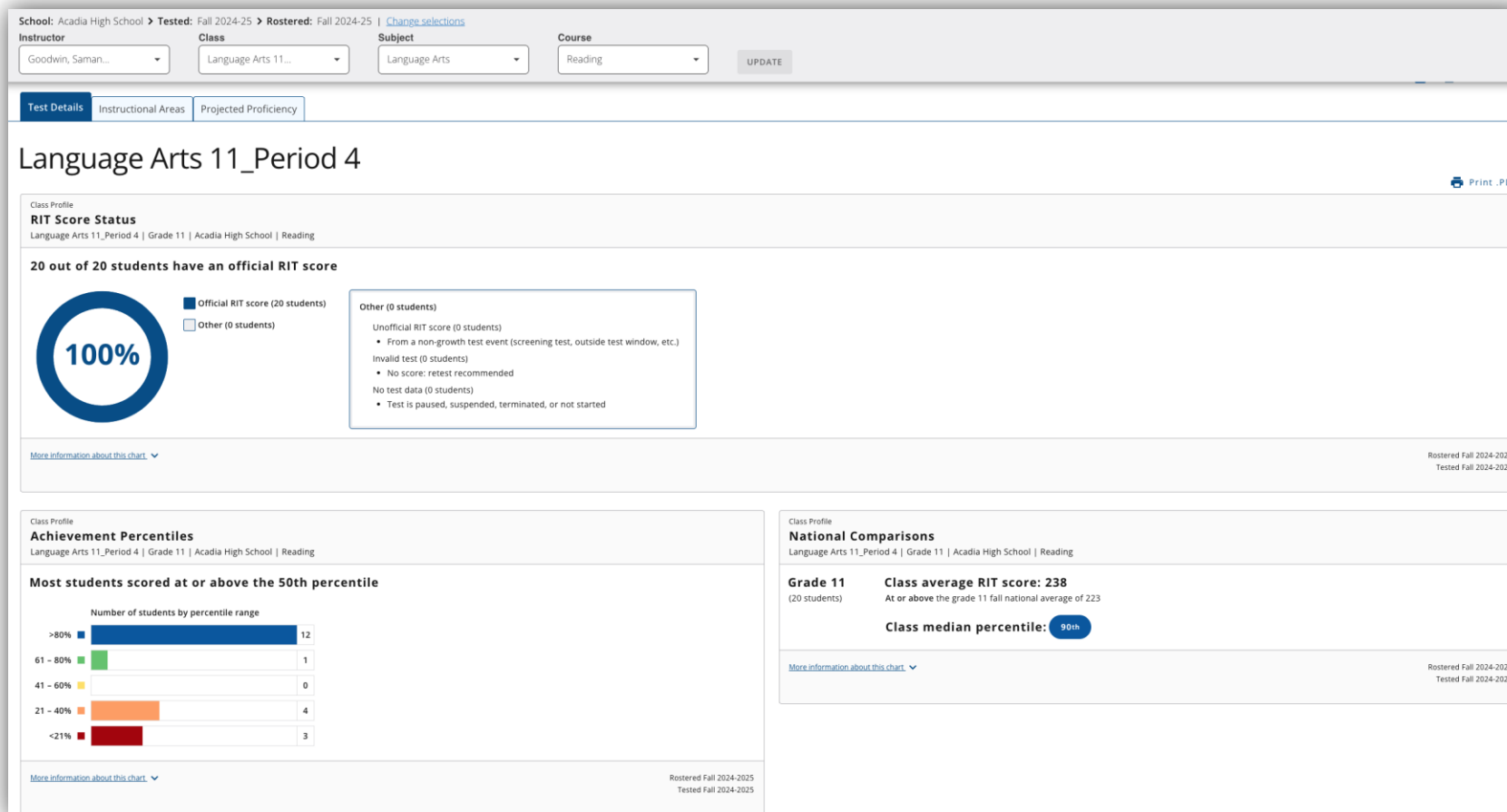
What comes next?

How is my class doing overall?

What is the key question?

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How is my class doing overall?

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School: Acadia High School > Tested: Fall 2024-25 > Rostered: Fall 2024-25 | [Change selections](#)

Instructor

Goodwin, Saman...

Class

Language Arts 11...

Subject

Language Arts

Course

Reading

UPDATE

Class Profile

Test Details by Student

Language Arts 11_Period 4 | Grade 11 | Acadia High School | Reading

| | Student Name (20) ↑ | Grade | Achievement Percentile ① | RIT Score | Lexile ② | SEM ③ | Test Duration | Rapid-Guessing Percentage ④ | Test Name | Test Date |
|--|---------------------|-------|--------------------------|-----------|-------------|-------|---------------|-----------------------------|---------------------------|-----------|
| | Alexander, Sean | 11 | 10th | 201 | 610L-760L | | ±2.9 | 6 min | — Demo Growth: Reading 6+ | 08/17/24 |
| | Anderson, Norma | 11 | 7th | 197 | 530L-680L | | ±4.2 | 6 min | — Demo Growth: Reading 6+ | 08/18/24 |
| | Boone, Nellie | 11 | 99th | 265 | 1825L-1825L | | ±2.8 | 6 min | — Demo Growth: Reading 6+ | 08/27/24 |
| | Clark, Sarah | 11 | 93rd | 250 | 1555L-1705L | | ±3.7 | 6 min | — Demo Growth: Reading 6+ | 08/22/24 |
| | Crenshaw, Wilber | 11 | 95th | 253 | 1610L-1760L | | ±2.7 | 6 min | — Demo Growth: Reading 6+ | 08/24/24 |
| | Foster, Roy | 11 | 21st | 209 | 765L-915L | | ±2.7 | 6 min | — Demo Growth: Reading 6+ | 08/19/24 |
| | French, Chris | 11 | 8th | 199 | 570L-720L | | ±2.7 | 6 min | — Demo Growth: Reading 6+ | 08/18/24 |
| | Gray, Dorothy | 11 | 96th | 255 | 1650L-1800L | | ±4.5 | 6 min | — Demo Growth: Reading 6+ | 08/25/24 |
| | Harris, Billy | 11 | 85th | 242 | 1400L-1550L | | ±4.1 | 6 min | — Demo Growth: Reading 6+ | 08/25/24 |
| | Henderson, Barbara | 11 | 86th | 243 | 1420L-1570L | | ±4.2 | 6 min | — Demo Growth: Reading 6+ | 08/22/24 |
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Goodwin, Saman...

Class

Language Arts 11...

Subject

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Course

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UPDATE

Class Profile

Test Details by Student

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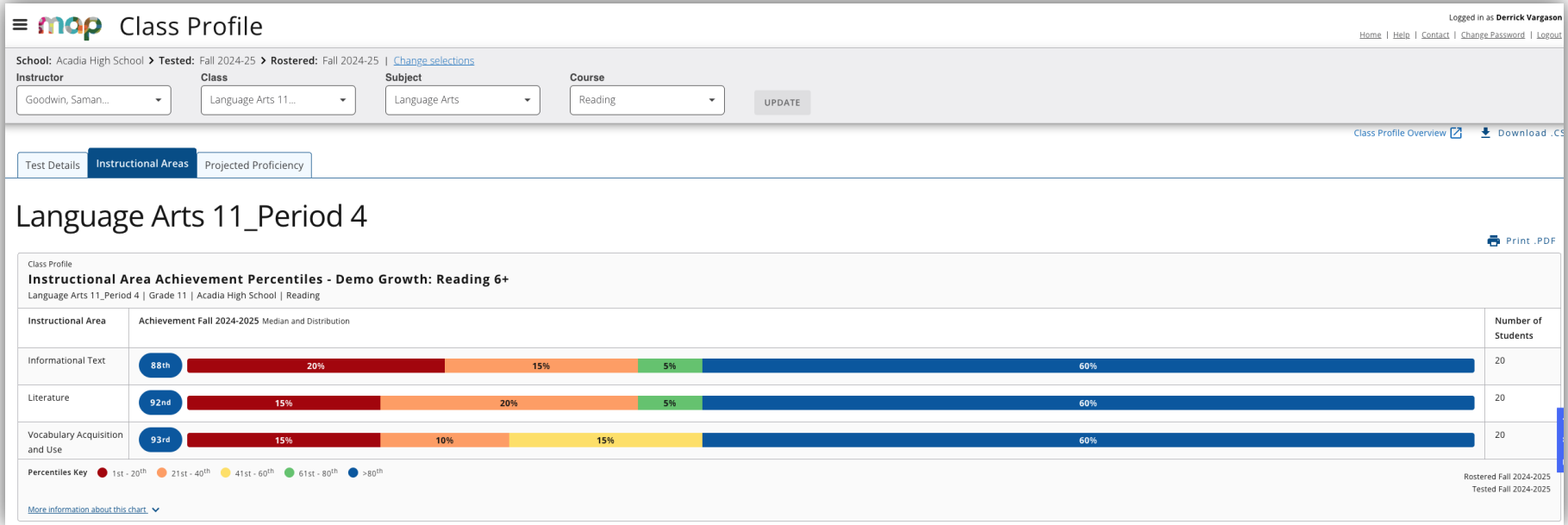
What comes next?

How can I group my students effectively?

What is the key question?

What does the data say?

What comes next?

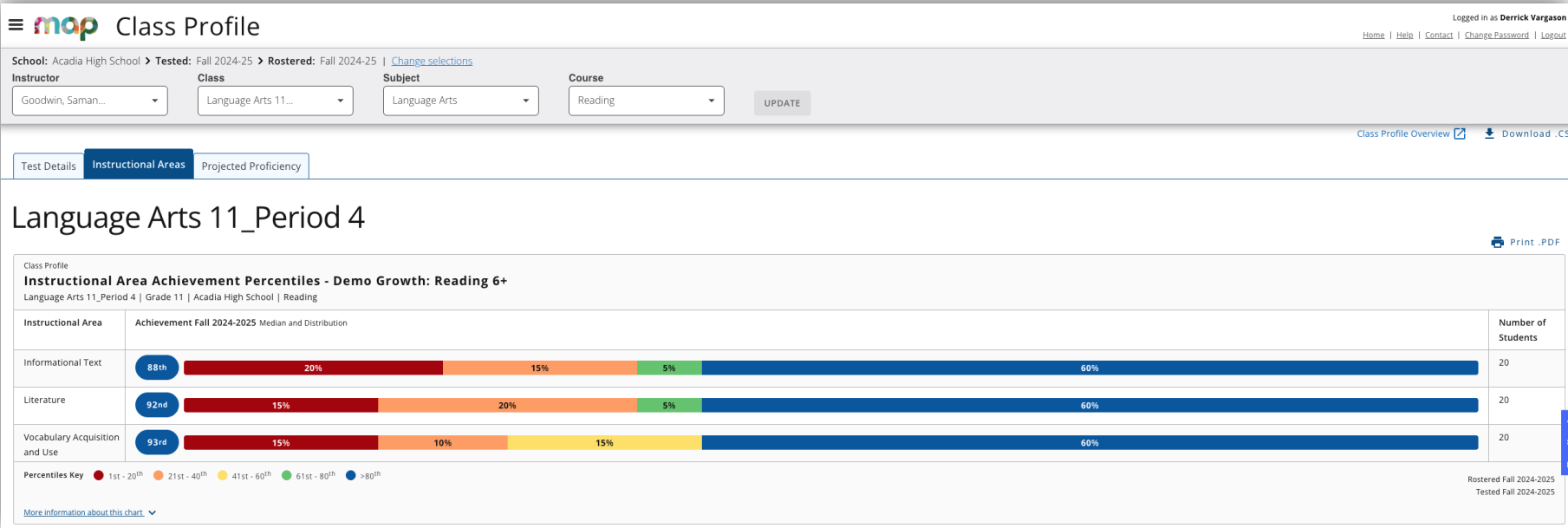


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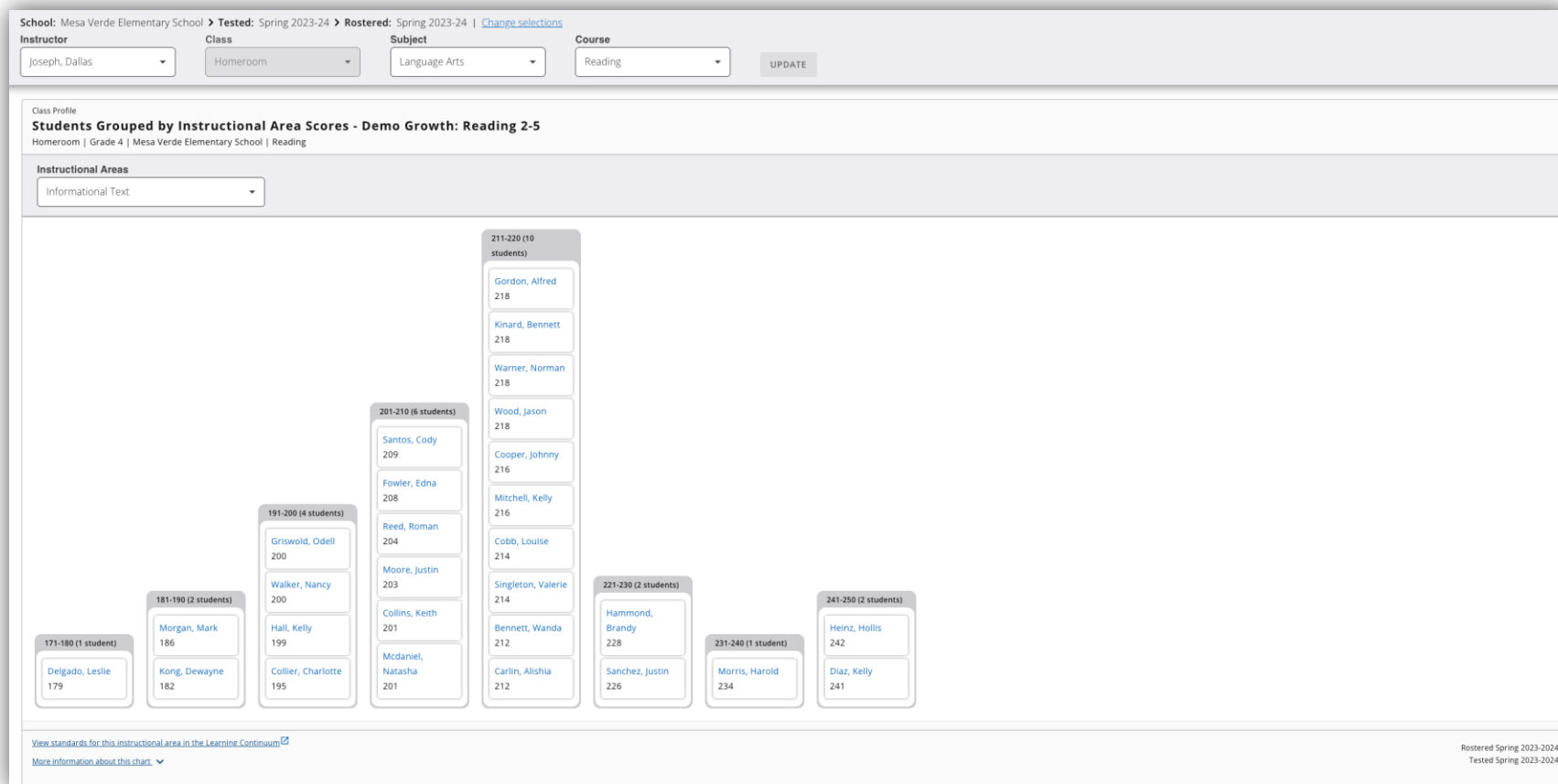
How can I group my students by similar achievement levels?

What is the academic diversity of my class?

What is the key question?

What does the data say?

What comes next?

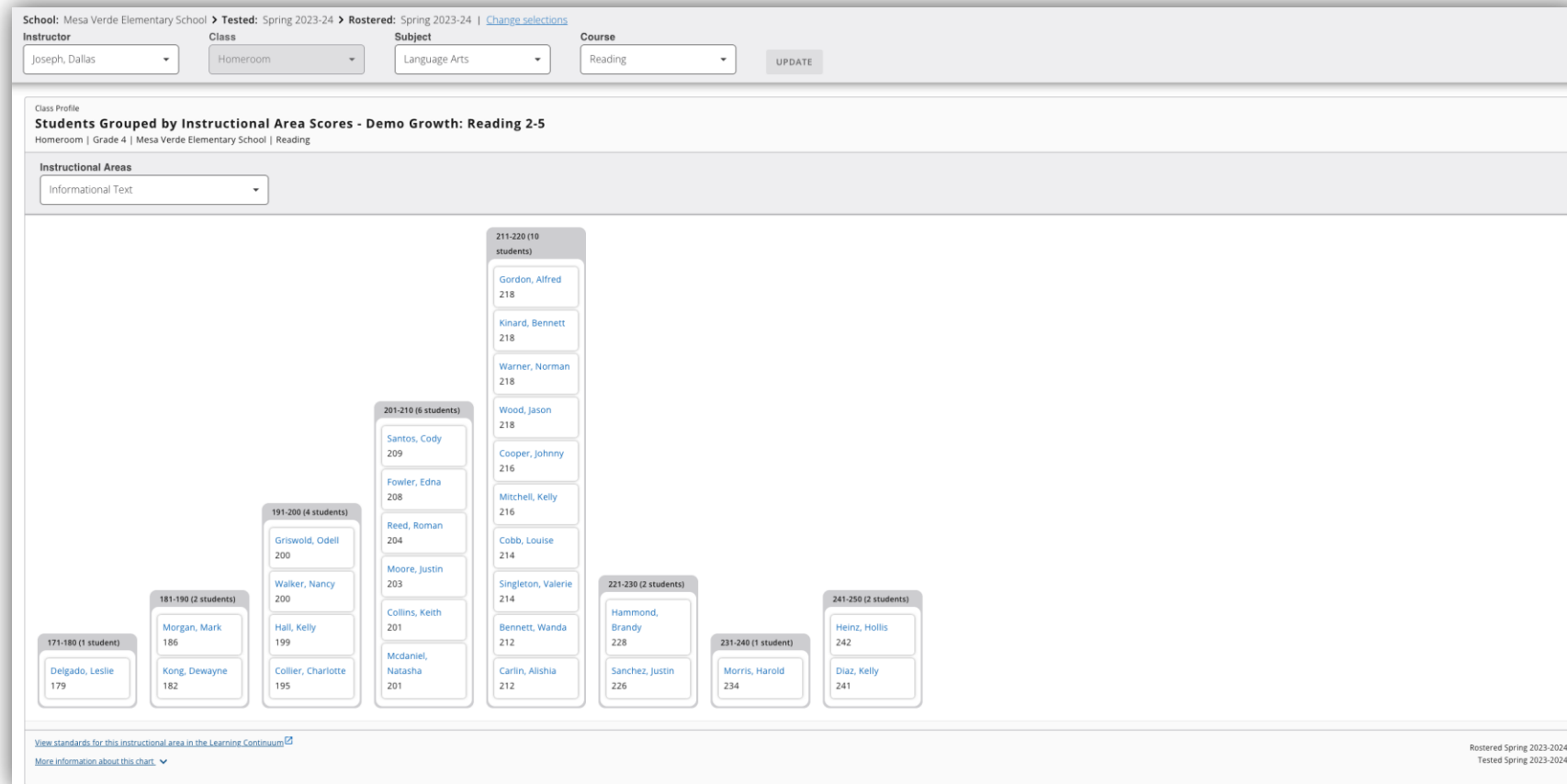


How can I group my students by similar achievement levels?
What is the academic diversity of my class?

What is the key question?

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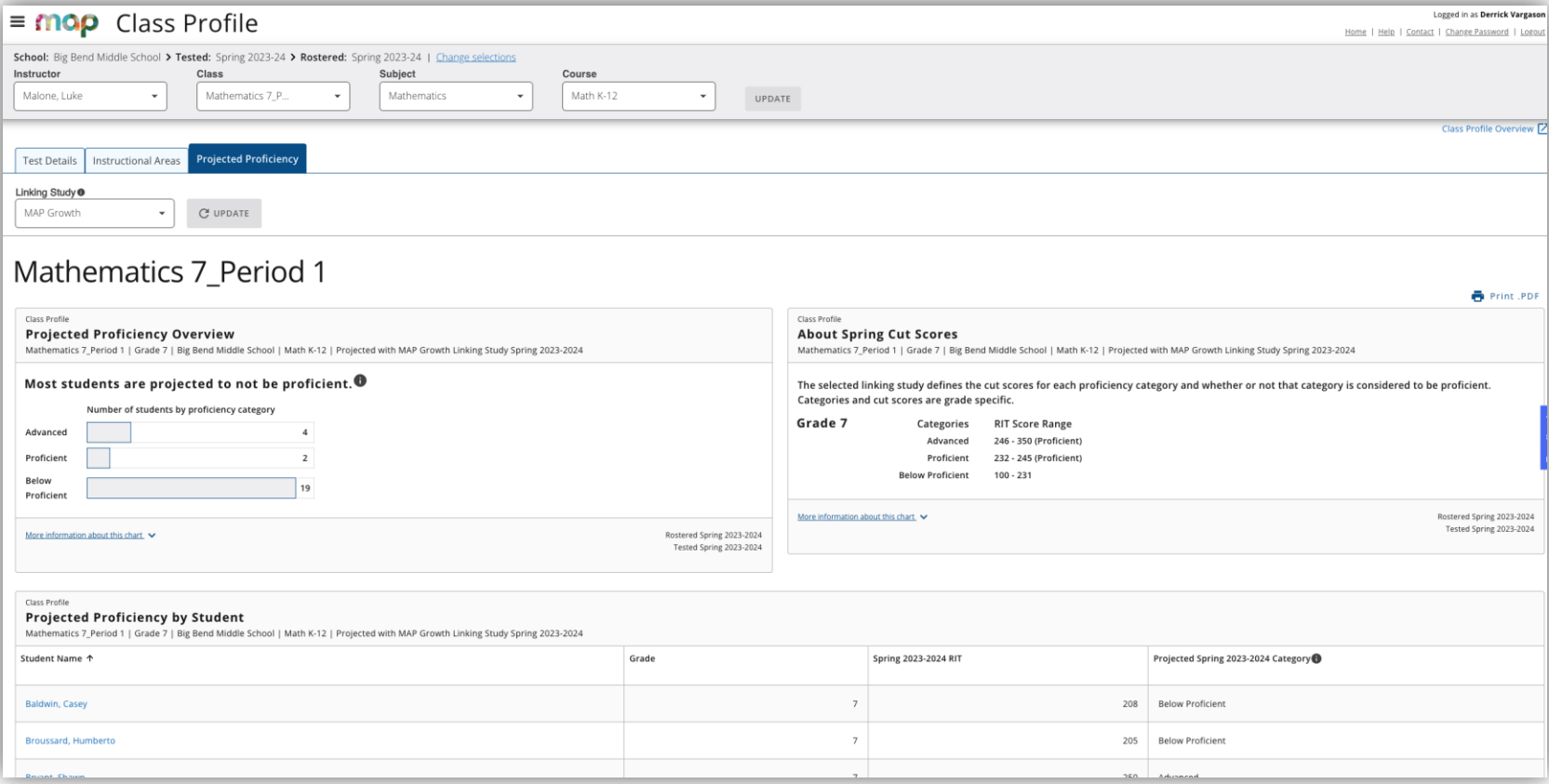
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How are my students
projected to perform on other
assessments?

What is the key question?

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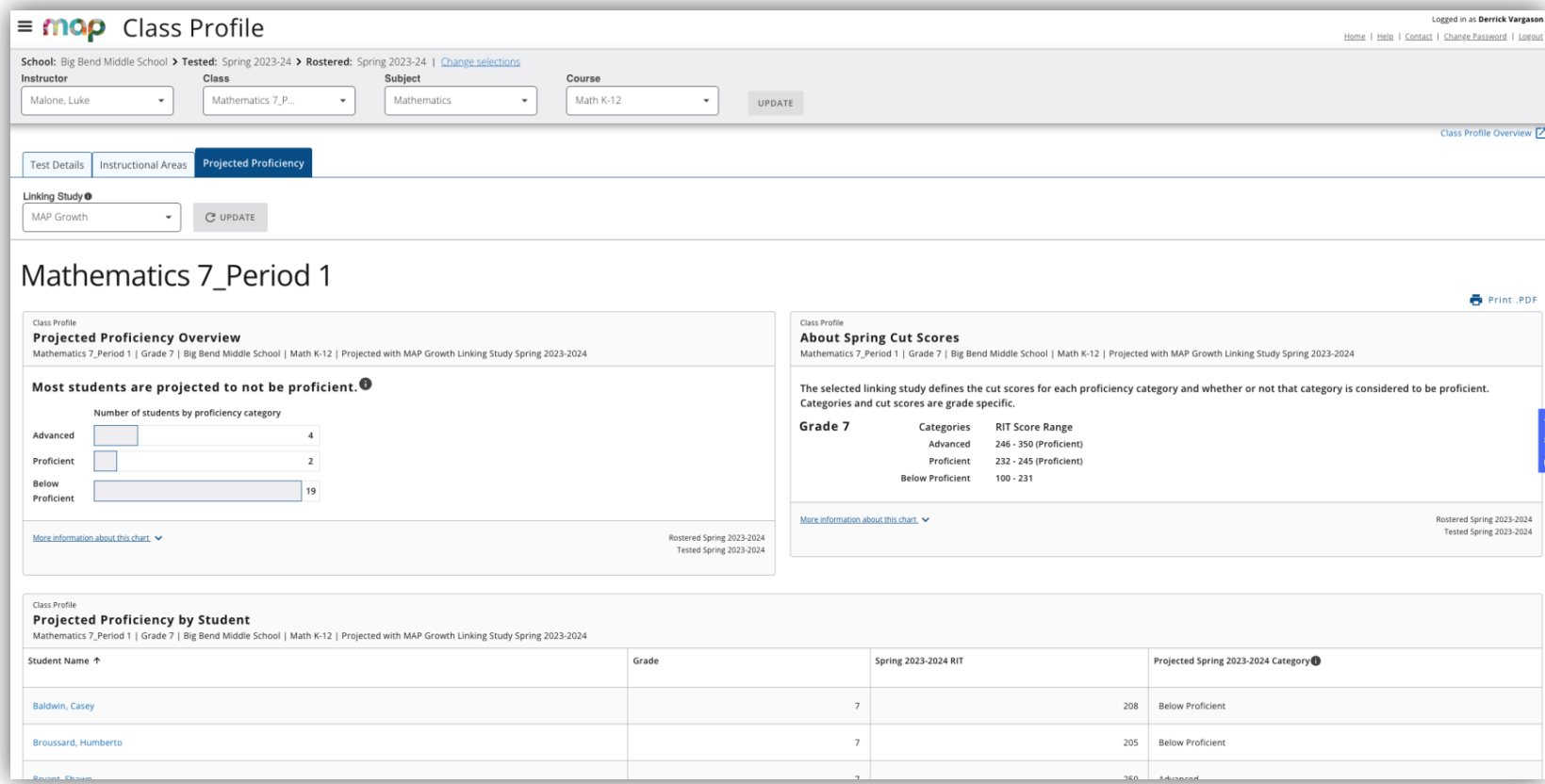


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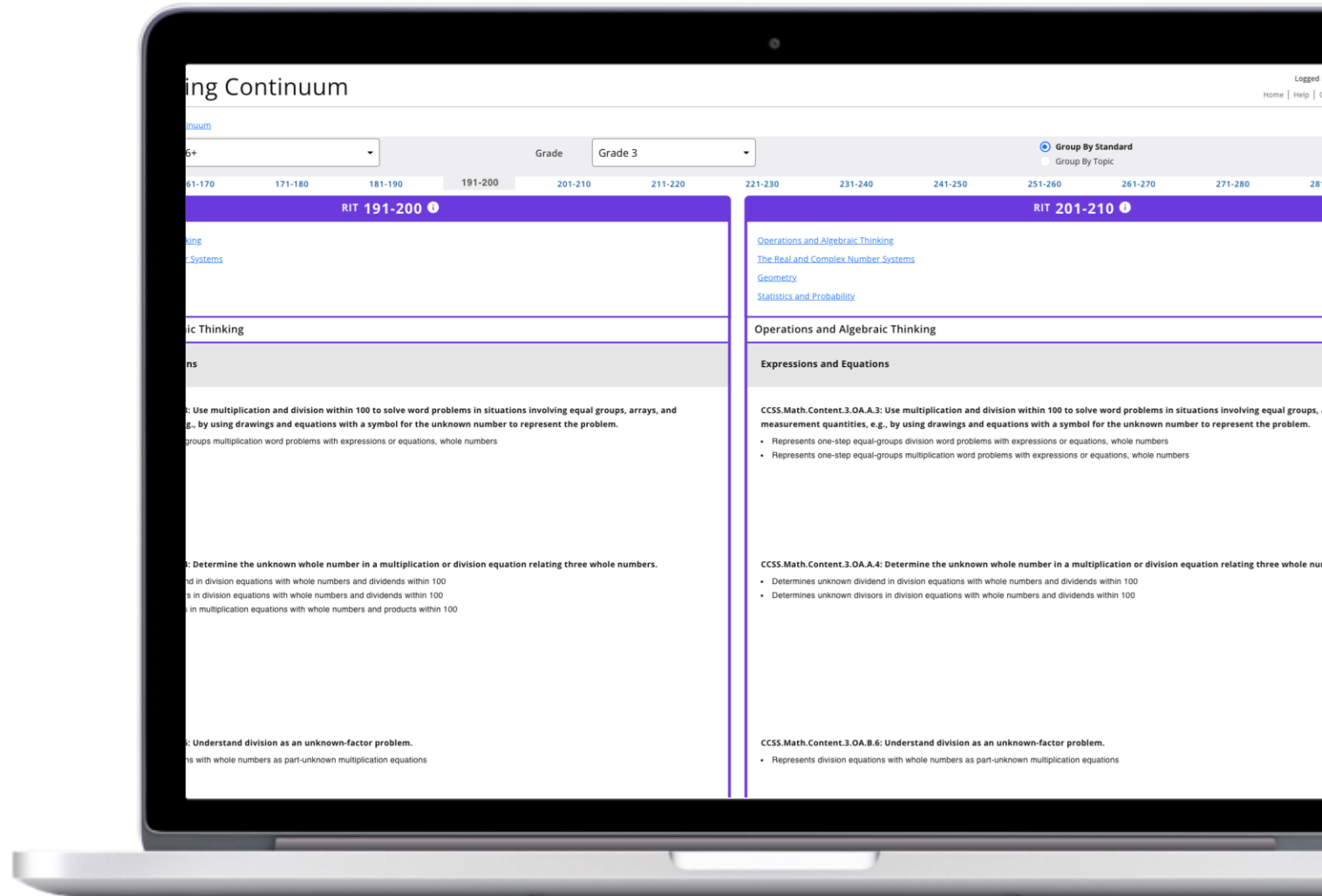
What comes next?



How are my students projected to perform on other assessments?

The Learning Continuum

- What kind of content is assessed by MAP Growth?
- What is the relative difficulty of the assessed components/skills of a standard?
- How does a student's overall and instructional area scores relate to concepts and skills on which that score might be based?



What is the key question?

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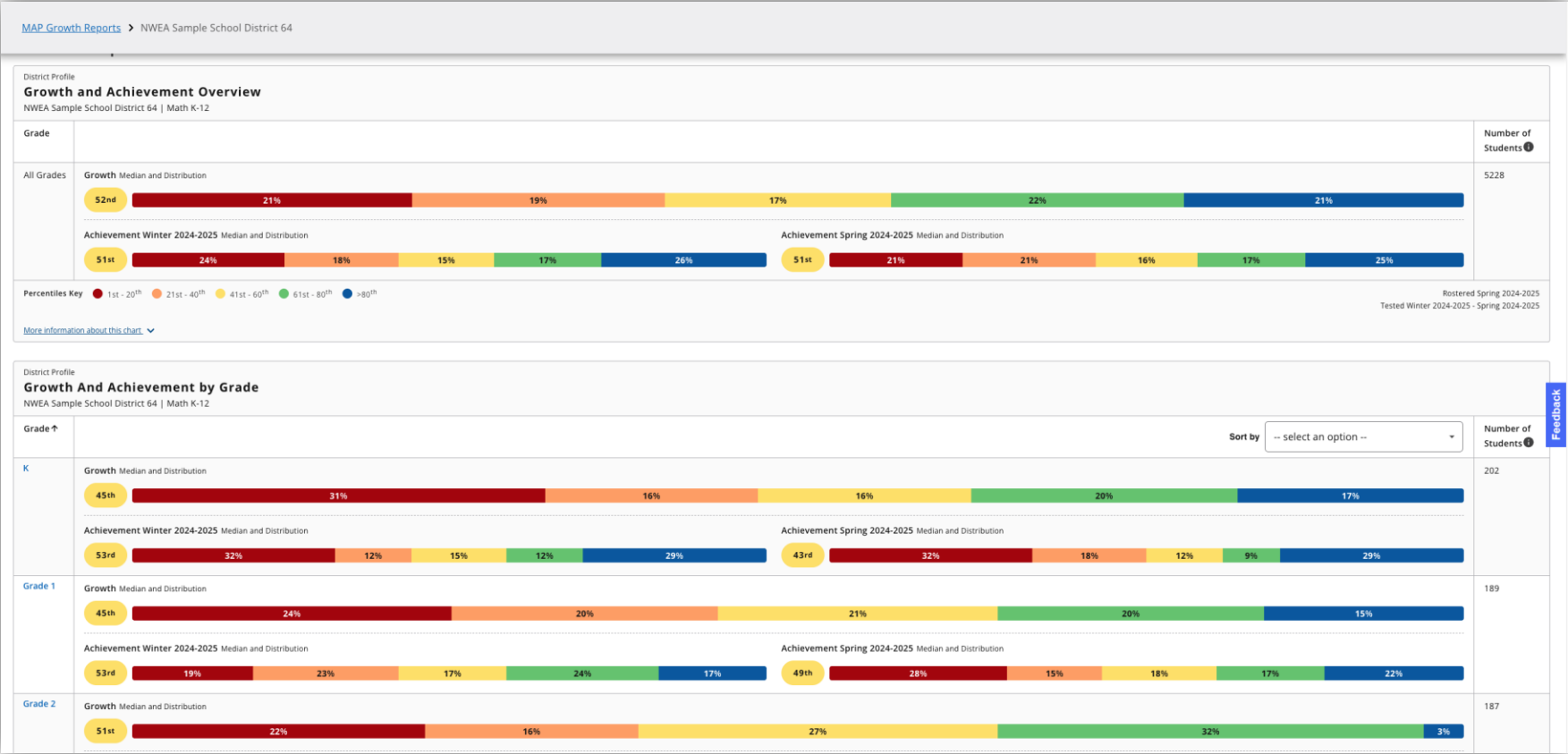
What comes next?

How is my district doing overall?

What is the key question?

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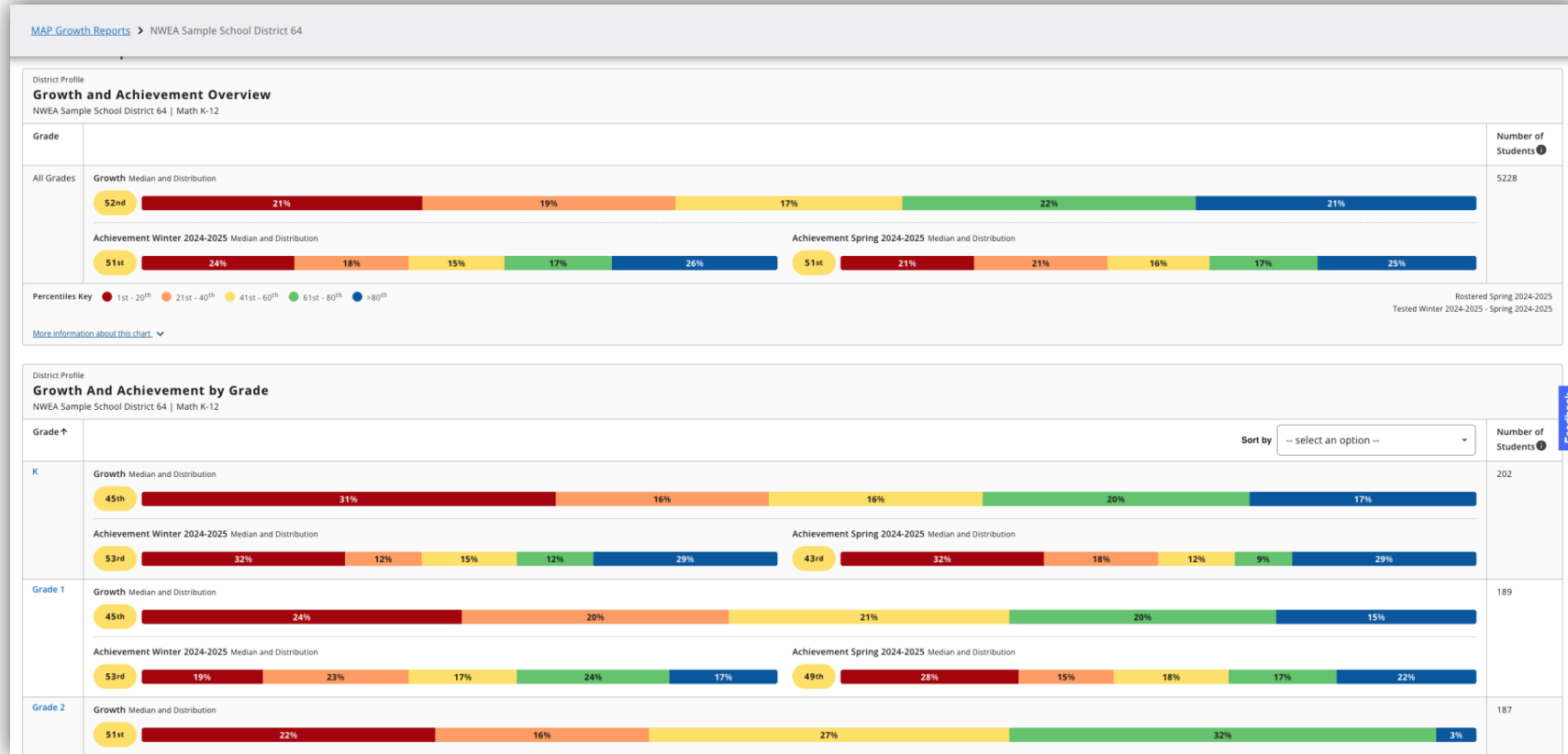


How is my district doing overall?

What is the key question?

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How is my district doing overall?

map Reading Fluency

What about our
earliest readers?



Yolanda Wallace

Director of Professional
Learning
NWEA

What is the key question?

What does the data say?

What comes next?

How is my class doing overall?

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What does the data say?

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map Reading Fluency

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PROCTOR DASHBOARD ASSIGNMENTS STUDENT PASSWORDS REPORTS

Viewing as: School Administrator

Term: Fall 2022-2023 School: Bryce Canyon Elementary Scho Current Grade: 2nd Grade Class: All Classes Language: English

Benchmark Matrix Filter Results

All Classes | 50 Students

| Student | Tested Grade | FOUNDATIONAL SKILLS | | | | | Sentence Reading Fluency | ORAL READING | | | |
|------------------|--------------|-------------------------|--------------------|------------------------|--------------------------|--|--------------------------|-------------------|----------|---------------------|-----------------------|
| | | Listening Comprehension | Picture Vocabulary | Phonological Awareness | Phonics/Word Recognition | | | Oral Reading Rate | Accuracy | Oral Reading Level* | Literal Comprehension |
| Price, Bonnie | 2 | A 60% | B 53% | A | B | | A 10/11 | | | | |
| Taylor, Steve | 2 | M 100% | M 100% | B | A | | A 12/15 | | | | |
| Boone, Peter | 2 | | | | | | A 16/18 | M 54 | M 98% | 500L | A |
| Bryant, Carlos | 2 | | | | | | M 23/25 | M 82 | M 96% | 575L | M |
| Crouse, Donn | 2 | | | | | | M 25/25 | M 79 | A 90% | 530L | M |
| Davis, Samuel | 2 | | | | | | M 25/26 | E 127 | E 98% | 550L | E |
| Delagarza, Donte | 2 | | | | | | M 22/23 | E 90 | E 98% | 500L | M |
| Estrada, Casey | 2 | | | | | | M 20/21 | M 79 | M 95% | 475L | M |
| Faulk, Jennifer | 2 | | | | | | M 23/25 | M 82 | M 96% | 575L | M |
| Garcia, Lawrence | 2 | | | | | | M 22/23 | E 90 | E 98% | 500L | M |
| Hale, Clifford | 2 | | | | | | A 15/20 | M 79 | A 90% | 530L | M |
| Hill, Aaron | 2 | | | | | | B 11/19 | A 36 | A 71% | 375L | B |
| James, Brian | 2 | | | | | | M 23/25 | E 118 | M 96% | 550L | E |
| King, Clarence | 2 | | | | | | A 21/24 | A 45 | M 97% | 515L | M |
| Lopez, Inez | 2 | | | | | | M 20/21 | M 79 | M 95% | 420L | M |
| Moore, Allison | 2 | | | | | | A 12/15 | M 70 | A 93% | 510L | B |

How is my class doing overall?

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map

ReadingFluency

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PROCTOR DASHBOARD

ASSIGNMENTS

STUDENT PASSWORDS

REPORTS

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Term: Fall 2022-2023

School: Bryce Canyon Elementary School

Current Grade: 2nd Grade

Class: All Classes

Language: English

Print

Benchmark Matrix

Filter Results

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| Taylor, Steve | 2 | M 100% | M 100% | B Blending & Segmenting | A Decodable: One-syllable | A 12/15 | | | | | |
| Boone, Peter | 2 | | | | | A 16/18 | M 54 | M 98% | 500L | A | |
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PROCTOR DASHBOARD ASSIGNMENTS STUDENT PASSWORDS REPORTS

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Term: Fall 2022-2023 School: Bryce Canyon Elementary Schox Current Grade: 1st Grade Class: All Classes Language: English

Print

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| Oliver, Sophie | 1 | B 33% | B 40% | B Rhymes & Syllables | B Letters & Sounds | A | 4/10 | | | | |
| Renner, Lawrence | 1 | B 33% | B 40% | B Rhymes & Syllables | B Letters & Sounds | A | 4/10 | | | | |
| Carter, Rebecca | 1 | B 40% | B 47% | B Rhymes & Syllables | B Letters & Sounds | A | 5/11 | | | | |
| Wood, Rebecca | 1 | B 40% | B 33% | B Rhymes & Syllables | B Letters & Sounds | B | 3/7 | | | | |
| Diaz, Irene | 1 | B 47% | B 47% | A Initial Sounds | A Letters in Words | B | 2/5 | | | | |
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| Scott, Christina | 1 | B 47% | B 47% | A Initial Sounds | A Letters in Words | A | 3/7 | | | | |
| Sharp, Louise | 1 | A 53% | B 73% | M Phonemic Manipulation | A Letters in Words | A | 6/14 | | | | |
| Pittman, Eleanor | 1 | A 60% | B 53% | A Initial Sounds | A Letters in Words | A | 7/11 | | | | |
| Phillips, Diane | 1 | A 67% | A 60% | M Blending & Segmenting | M Decodable: CVC | M | 8/10 | | | | |
| Dean, Jim | 1 | A 73% | A 67% | M Blending & Segmenting | M Decodable: CVC | A | 5/11 | | | | |
| Lewis, Benjamin | 1 | A 73% | A 67% | M Blending & Segmenting | M Decodable: CVC | A | 5/11 | | | | |
| Parker, Karen | 1 | A 87% | M 73% | M Blending & Segmenting | A Letters in Words | M | 10/11 | | | | |
| Watson, Jessica | 1 | A 87% | M 73% | M Blending & Segmenting | M Decodable: CVC | M | 10/12 | | | | |
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How can I effectively group my students?

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map Reading Fluency

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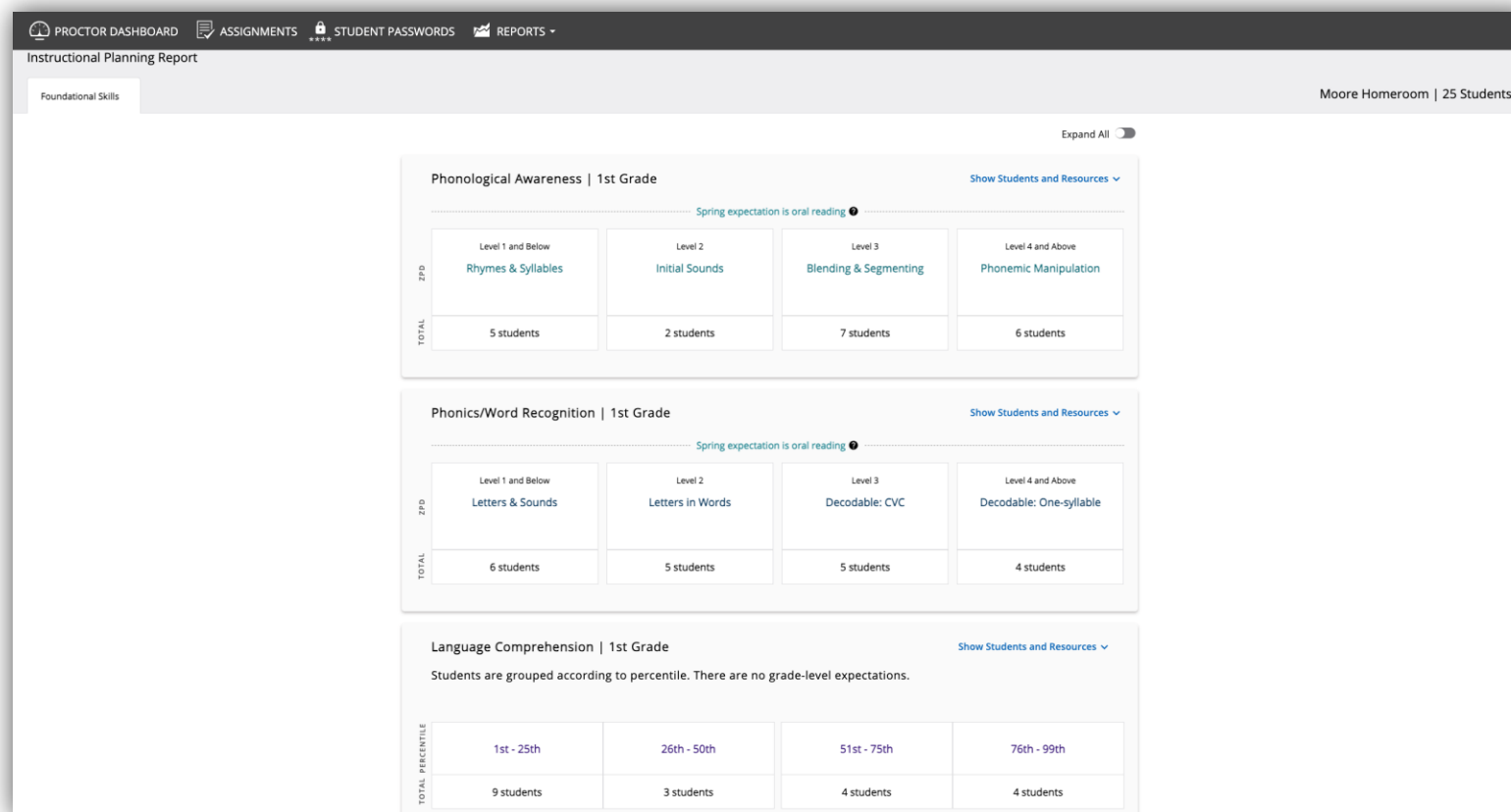
What comes next?

Where is there meaningful opportunity for growth?

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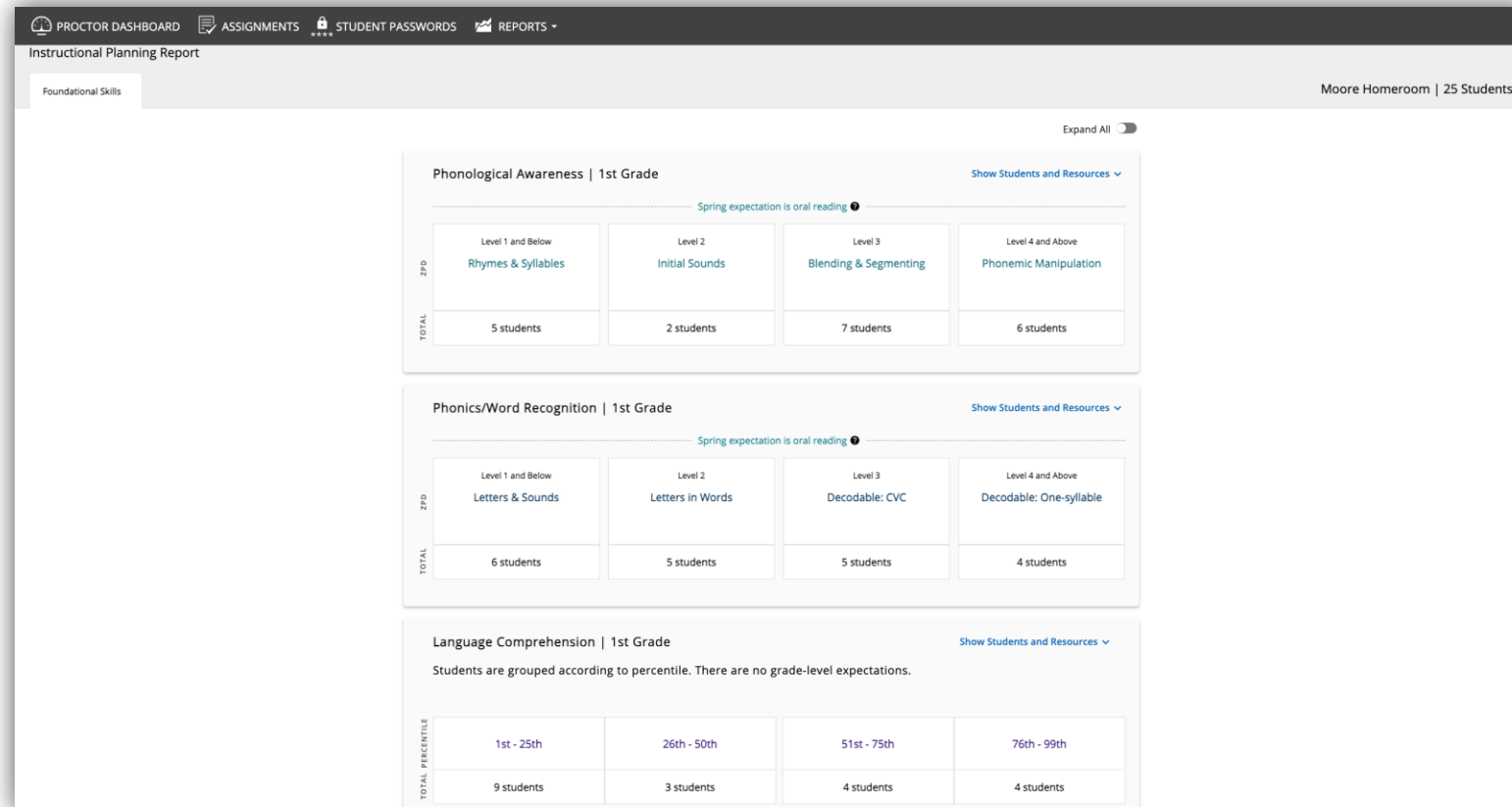


Where is there meaningful opportunity for growth?

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How can I use this report to group students?

What is the key question?

What does the data say?

What comes next?

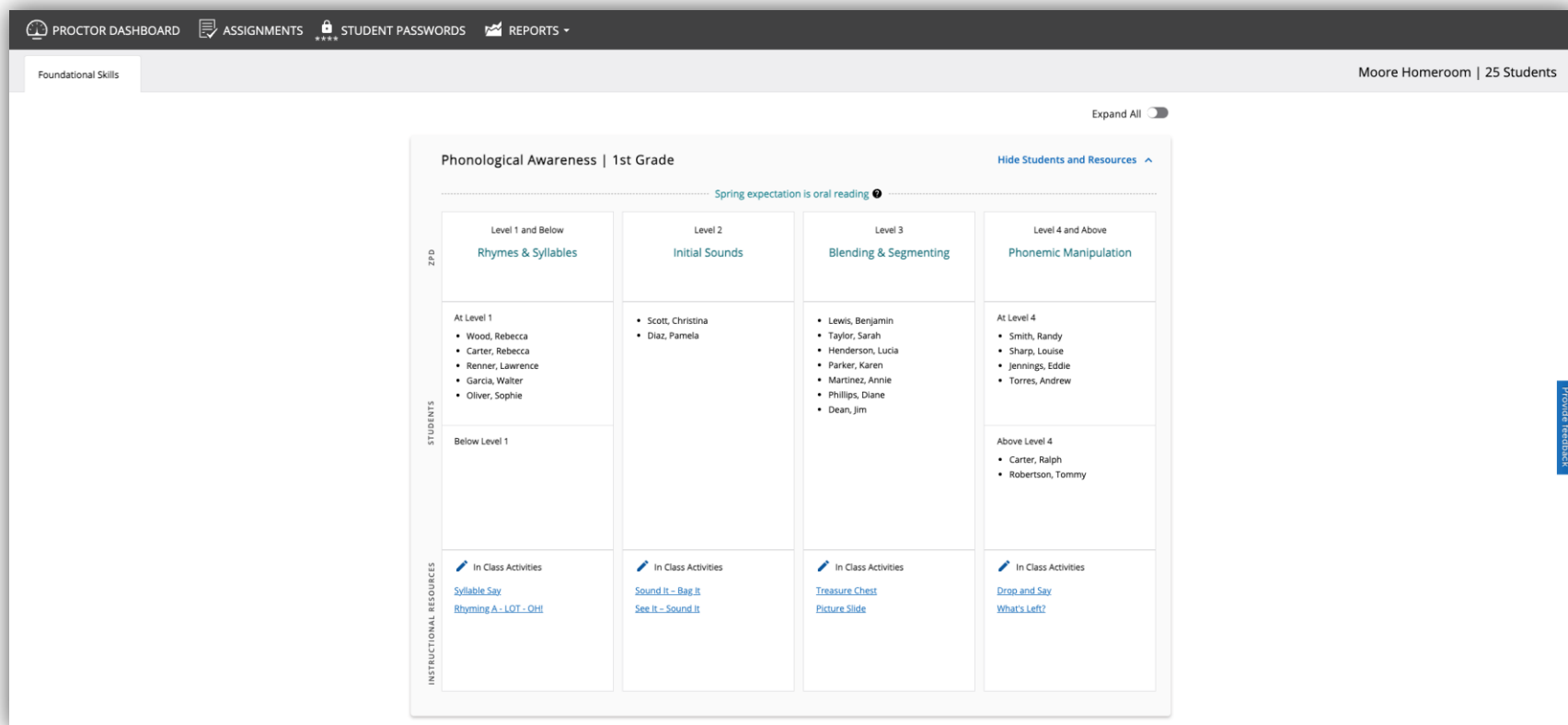
How can I support instructional planning?

What resources are available to support students at different stages of literacy development?

What is the key question?

What does the data say?

What comes next?

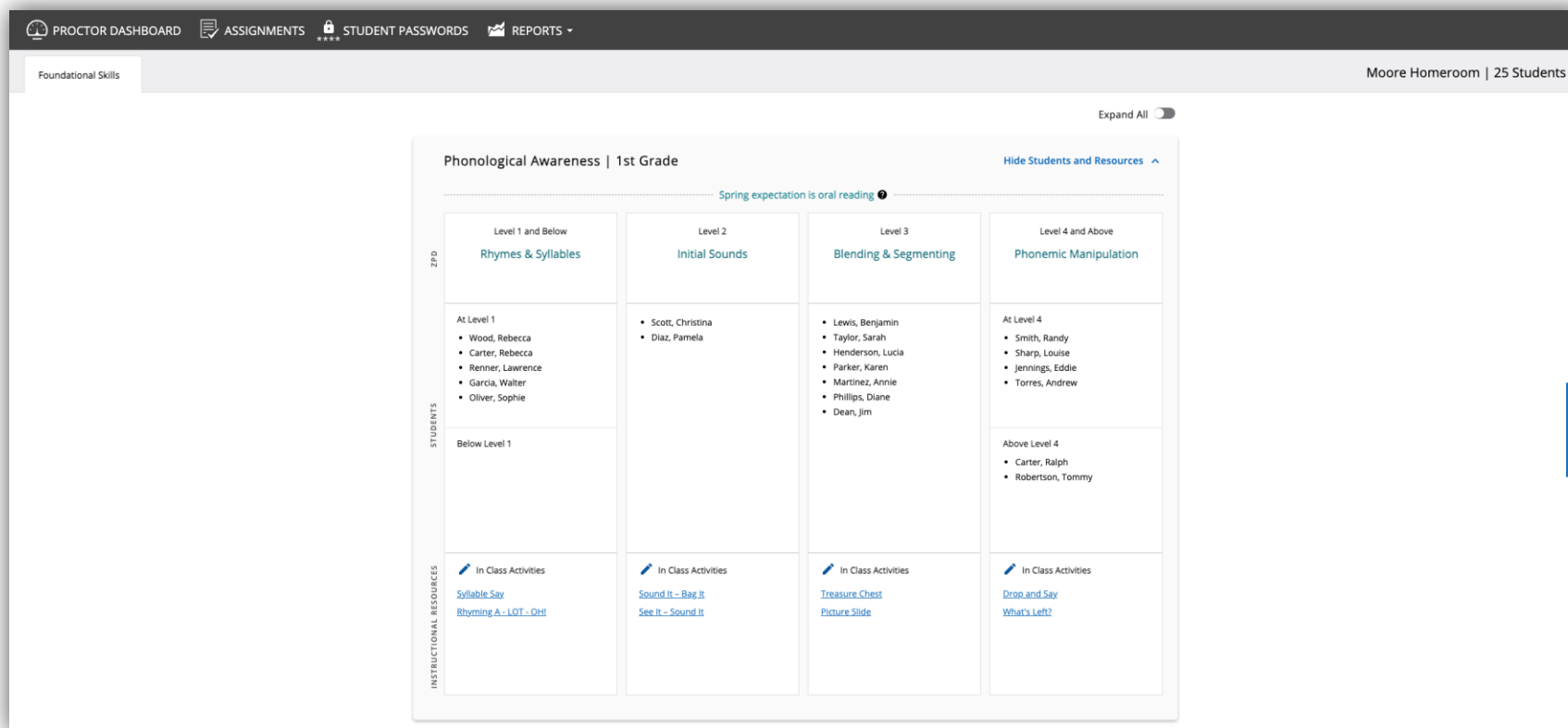


How can I support planning?
What resources are available?

What is the key question?

What does the data say?

What comes next?



How can I support planning?
What resources are available?



- How can this data guide school improvement planning?
- How will I use assessment results with students to identify progress, celebrate growth, and plan for next steps?

Resources



Mary Resanovich

Principal Content Designer
NWEA

Why use Digital Learning Tools?

- **Support:** Review and remediation
- **Enhance:** Varied modes of work, and perspectives
- **Practice:** Tailor the type and amount
- **Enrich:** Add depth and complexity

Differentiating and Personalizing Learning



MAP Growth Data

+

Instructional Connections

MAP Growth is connected to over 30 digital content providers

- Replaces in-platform placement tests
- Recommends content or places students in adaptive learning paths
- Turn on scaffolding or enrichment features
- Provides lesson and teacher support resources

How it works



1

Students take
MAP Growth



2

MAP Growth data is
securely transferred to the
instructional connection



3

The instructional connection
personalizes content for
each student based on their
MAP Growth scores



4

Students engage
with individualized
instructional activities

Flexible support for personalized learning



**Instructional
Connections**



**Personalized
Path**

Instructional Connections Providers

*Accelerate*LEARNING
THE LEADER in STEM EDUCATION

Achieve³⁰⁰⁰
Literacy™

ALL In Learning
— Growing Student Success Daily —

ClassHero *For Math!*

Classworks

Curriculum
WORKS™

dreambox
LEARNING

edmentum™

eSpark
LEARNING

get
more
math!

imagine
learning

IXL



Learning A-Z

Lexia

HMH Math 180™

Mathletics

Mathsees

matific

Heinemann

Mc
Graw
Hill

Mindprint
learning

MobyMax
Close learning gaps.



newsela

OPEN
ARCHITECTS

otus

PowerSchool
Powering Brighter Futures

Progress
Learning

HMH Read 180™

Reading
eggs

nwea

ST Math.
Created by MIND Research Institute

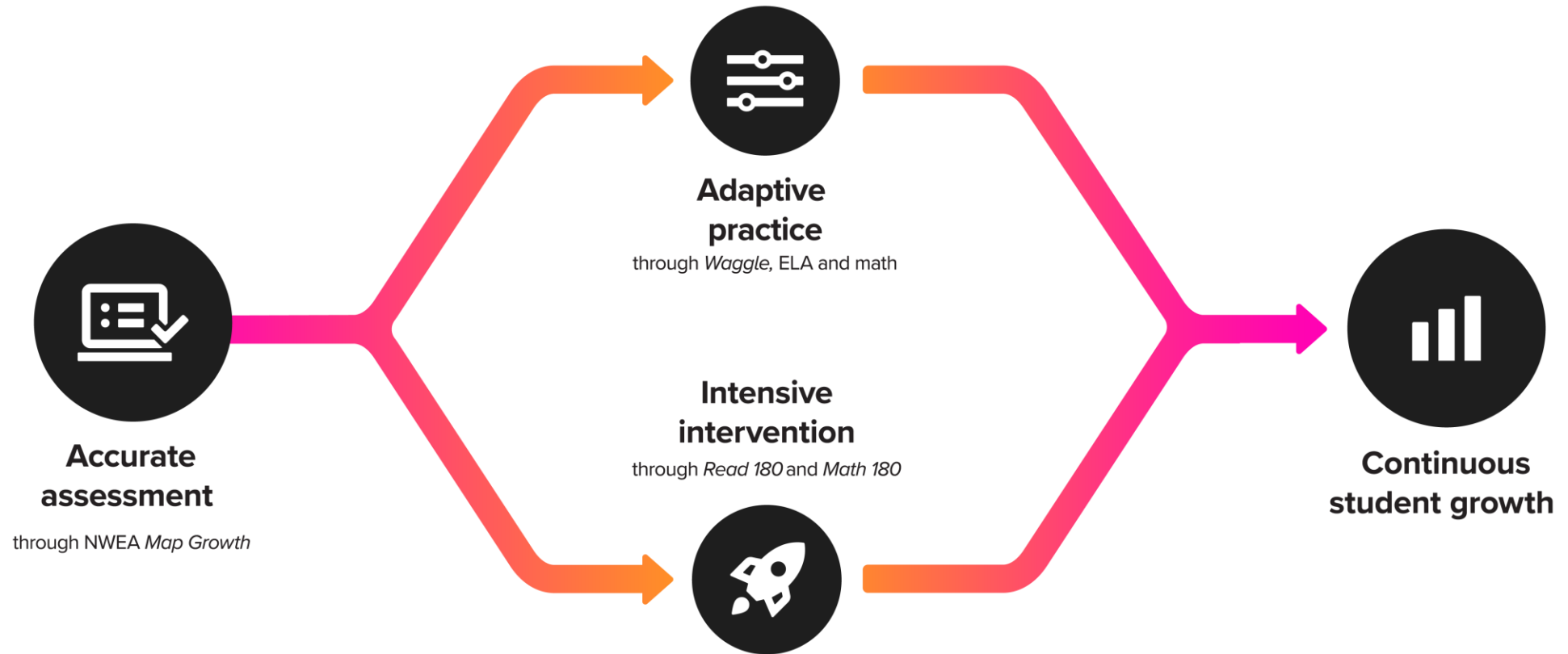
Think
CERCA™

HMH Waggle®

Wowzers®

Works with what you're
already using

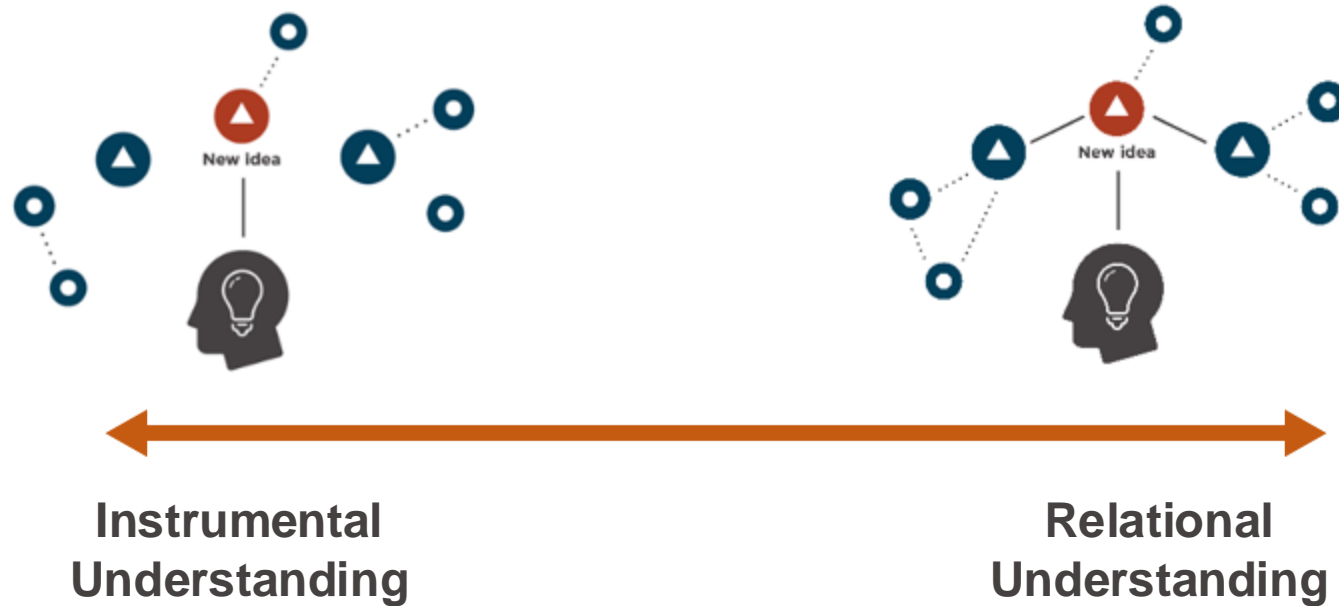
Personalized Path



Best Practices for Using Digital Learning Tools



Connected Learning – Why?



Relational Understanding

- Improves recall, assimilation, and application
- Increases engagement
- Supports deeper learning

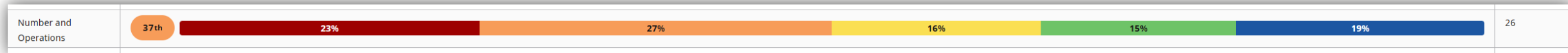
Connected Learning – How?

- Adjust assignments or learning paths to match core instruction
- Tweak placement based on classroom data
- Pair students working on related content
- Have students reflect on connections between supplemental and core content
- Encourage AHA moments



Connected Learning - Example

Grade: 4 **Unit:** Multiplying fractions by whole numbers.



IN NEED OF SUPPORT

- Basic fraction concepts
- Whole number repeated addition
- Whole number multiplication concepts

PRACTICE FOR ALL

- Multiple models
- Varied contexts
- High engagement

READY FOR ENRICHMENT

- Integrated tasks
- **Conceptual** development of multiplying whole numbers by fractions

Connected Learning - Example

Grade: 4 Unit: Multiplying fractions by whole numbers.

Framing Questions to foster connection

- What do I know about fractions?
- What do I know about multiplication?

Questions for journals, pair conversations, and/or class discussion:

- How are 4 and $1\frac{1}{4}$ similar? How are they different?
- How is $4 + 4 + 4$ similar to $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$? How is it different?
- Are there any other ways you could write each expression?
- How could you represent each expression with a model?

Supporting Engagement and Self-Awareness

Content

- Was this new material or did you know some/all of it?
- Do you have questions based on the activities, readings, or problems?
- Did the material remind you of anything you have learned/are learning?

Presentation

- Think about how the material was presented. What worked best for you? Why?
- What parts didn't you like
- How do you like to learn?

Level

- Were the activities, readings, or problems too easy, too challenging, or just right?
- What was the hardest thing you had to do? What part was the “muddiest”?

Time

- Did you need more time? Did the session seem too long?

Self-regulation

- Did you lose interest? If so, how did you reconnect to the material?

With relevant data, time-saving resources, and right supports, **teachers make profound, positive impact with their instruction.**

Submit questions in the Q/A box



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