

Average MAP Growth Test Durations

Important Notice:

The information contained in this document was first distributed in 2018 and was based on MAP Growth test designs from that year. In July 2022, we reduced the maximum number of items on many MAP Growth tests. Refer to the [Summary of MAP Growth Test Length Changes for July 2022](#) table below for an overview of these changes.

The decrease in the maximum number of items on a test will have a direct impact on average test durations, but the exact nature of that impact will not be known until there is enough post-July 2022 test data to conduct additional analyses. We expect that there will be enough test data to conduct analyses after spring 2023 testing concludes.

If you choose to use the information contained in this document after July 2022, please keep in mind that the change in the maximum number of items may lead to different average test durations.

If you would like additional information on the test length changes in July 2022, you can read more if our NWEA Connection article: [Test length changes – reducing the amount of time needed to complete MAP Growth tests](#). If you have any additional questions about this topic, please contact your NWEA account manager.

Summary of MAP Growth Test Length Changes for July 2022 (maximum # of items per test)					
Subject	Language	Test	Before July 2022	After July 2022	Change to maximum item count
Math	English	K-2	43	43	None
		2-5	53	43	-10
		6+	53	43	-10
Math	Spanish	K-2	43	43	None
		2-5	55	43	-12
		6-8	55	43	-12
Reading	English	K-2	43	43	None
		2-5	43	43	None
		6+	43	43	None
Reading	Spanish	K-2	44	43	-1
		2-5	43	43	None
		6-8	43	43	None
Language Usage	English	2-12	53	43	-10
Science	English	2-5	42	43	+1
		6-8	42	43	+1
		9-12	42	43	+1

1. Introduction

Thousands of U.S. school districts and many international schools use MAP® Growth™ to monitor the academic growth of their students and to inform instruction. The MAP Growth assessment is untimed, meaning that limits are not placed on how much time a student has to respond to the items. However, to help schools understand the amount of time MAP Growth assessments typically take, this document presents tables depicting the average MAP Growth testing durations by content area and grade based on aggregated test durations from student tests during the 2016-17 and 2017–18 school years. The tables are intended to provide educators with general ranges that indicate how long students normally take to complete a MAP Growth assessment, as well as the normal differences in test duration across terms.

This document will be updated periodically to ensure that the durations reported within are current. Please refer to [NWEA's Research Publications](#) for more information about administering the MAP Growth assessment and using MAP Growth data.

2. Average MAP Growth Test Durations

Table 2.1 – Table 2.18 are based on the measured test durations for all students who took MAP Growth Mathematics, Reading, Language Usage, and Science assessments in 2016-17, and 2017-18 school years. These tables show the mean test durations, median durations (50th percentile), extremely long durations (90th percentile), and extremely short durations (10th percentile) by testing season, content area, and grade.

- 50% of students require less time and 50% require more time than the 50th percentile duration.
- 90% of students complete the assessment in less time than the 90th percentile duration.
- 10% of students complete the assessment in less time than the 10th percentile duration.

The tables also provide the average test durations are also provided for Spring 2017 high-performing students (i.e., students in the 90th achievement percentile and above) in Mathematics and Reading, as well as the differences in durations between testing seasons. All test durations in the tables are in minutes. For Mathematics and Reading, Grade 2 includes both MAP Growth K–2 and MAP Growth 2–5 assessments. Grade 1 students are primarily MAP Growth K–2, although some students may have taken MAP Growth 2–5. Grade 3 students are primarily MAP Growth 2–5.

These values are not strict requirements and should be used as rough comparisons to plan for MAP Growth testing. For example, even though 90% of all students complete their MAP Growth tests in less time than the 90th percentile duration, it is possible that a given classroom might have more than 10% of students requiring more time, depending on the circumstances. On the other hand, if a large proportion of students in a class (e.g., more than 30%) required more time than the amount indicated by the 90th percentile threshold, this could be an indicator that inefficient testing practices are being used.

Table 2.1. Test Durations in minutes—Fall 2017, Mathematics

Grade	#Students	Mean Test Duration	Standard Deviation	Duration Percentiles		
				10th	50th	90th
K	541,519	25.6	11.3	14	23	40
1	759,124	29.2	12.3	16	27	45
2	901,145	39.4	17.6	21	36	61
3	977,910	47.6	20.9	26	44	73
4	963,853	53.2	23.6	30	49	82
5	981,496	57.5	24.9	32	53	88
6	957,437	62.1	25.9	35	58	94
7	907,152	64.2	27.0	36	60	97
8	873,083	65.4	28.0	36	61	100
9	431,772	57.6	24.9	31	54	88
10	312,976	53.5	24.0	28	50	82

Table 2.2. Test Durations in minutes —Winter 2018, Mathematics

Grade	#Students	Mean Test Duration	Standard Deviation	Duration Percentiles		
				10th	50th	90th
K	586,883	22.0	9.1	13	20	33
1	702,516	29.0	12.5	17	37	44
2	822,979	40.7	19.9	21	37	65
3	874,291	52.3	24.5	28	47	81
4	865,622	57.2	26.6	31	52	89
5	881,337	62.8	28.5	34	57	97
6	810,541	67.6	30.2	37	62	104
7	745,102	70.0	31.0	38	64	108
8	718,583	70.9	33.3	38	65	110
9	303,025	58.2	25.9	31	54	89
10	219,322	54.3	24.7	28	50	84

Table 2.3. Test Durations in minutes —Spring 2017, Mathematics

Grade	#Students	Mean Test Duration	Standard Deviation	Duration Percentiles		
				10th	50th	90th
K	585,260	35.6	15.4	20	33	55
1	696,211	43.1	17.3	26	40	64
2	858,824	48.4	22.0	27	44	75
3	858,376	57.7	27.9	31	52	91
4	847,698	62.3	29.6	34	56	98
5	837,572	66.9	31.5	36	60	105
6	808,973	70.7	33.6	37	64	111
7	773,447	70.7	34.3	37	64	111
8	710,873	69.9	34.3	36	63	110
9	325,117	56.7	25.5	30	53	87
10	238,373	53.3	24.3	27	50	83

Table 2.4. Test Durations in minutes —Spring 2017, Mathematics High-Performing Students (90th Percentile Achievement and Above)

Grade	#Students	Mean Test Duration	Standard Deviation	Duration Percentiles		
				10th	50th	90th
K	71,539	49.0	19.0	30	45	72
1	103,697	49.2	19.8	30	45	73
2	101,518	51.5	24.5	29	46	80
3	65,081	72.6	36.2	39	64	116
4	70,793	80.8	37.5	45	72	127
5	88,211	86.1	37.9	49	78	133
6	63,239	93.0	42.1	53	83	143
7	81,838	90.0	41.1	52	80	137
8	90,792	86.9	38.8	51	78	132
9	27,694	73.2	28.0	45	68	106
10	24,776	67.5	25.3	42	63	98

Table 2.5. Average Differences* in Test Durations in minutes —Mathematics

Grade	Average Differences						
	Spring 17 – Fall 16	Spring 17 – Winter 17	Winter 18 – Fall 17	Fall 17 – Fall 16	Winter 18 – Winter 17	Spring 17 – Spring 16	Fall 16 – Spring 16
K	4.9	7.0	-3.7	-1.5	0.6	9.4	0.0
1	8.6	5.1	-0.2	5.9	3.5	8.1	-0.4
2	8.1	5.2	1.4	8.2	9.9	11.5	-0.1
3	11.3	7.0	4.5	7.8	7.2	7.7	-3.4
4	10.6	7.0	3.8	7.0	8.5	8.0	-3.4
5	10.9	6.1	5.2	7.9	8.8	8.0	-3.4
6	11.3	6.8	5.5	7.5	7.5	7.6	-4.0
7	8.8	4.2	5.2	6.5	6.8	4.1	-3.2
8	6.8	2.4	4.8	0.4	-3.0	-3.1	-5.3
9	1.4	0.4	0.8	-0.7	-0.8	0.5	-2.4
10	1.6	0.5	1.1	0.6	0.6	-0.4	-1.2

*Note: The number of items on the MAP Growth K-2 assessment was reduced beginning in Fall of 2017, so changes in duration across seasons for students taking this assessment may change as a result. This document will be updated to reflect those changes once they have stabilized.

Table 2.6. Test Durations in minutes —Fall 2017, Reading

Grade	#Students	Mean Test Duration	Standard Deviation	Duration Percentiles		
				10th	50th	90th
K	511,385	27.8	12.4	15	25	44
1	717,229	27.5	10.9	16	26	41
2	870,441	37.8	21.6	17	33	64
3	970,873	49.8	26.1	22	45	83
4	957,659	56.6	27.1	27	52	90
5	972,713	59.1	26.2	31	55	92
6	949,376	64.8	28.9	33	61	101
7	905,701	63.3	27.9	32	59	99
8	879,461	63.2	28.3	32	59	98
9	439,572	57.2	25.9	28	54	89
10	332,481	52.4	24.7	25	49	83

Table 2.7. Test Durations in minutes —Winter 2018, Reading

Grade	#Students	Mean Test Duration	Standard Deviation	Duration Percentiles		
				10th	50th	90th
K	567,792	22.3	9.1	13	21	33
1	674,257	28.3	11.1	17	27	42
2	815,123	42.5	24.4	20	36	74
3	887,971	56.4	28.5	31	57	98
4	874,567	62.0	29.4	31	57	98
5	884,926	65.4	29.7	34	61	102
6	814,759	71.0	33.1	35	66	112
7	746,175	70.2	33.4	35	65	111
8	732,766	71.0	34.7	35	65	113
9	308,838	58.4	27.7	28	55	93
10	235,375	54.1	26.4	25	50	86

Table 2.8. Test Durations in minutes —Spring 2017, Reading

Grade	#Students	Mean Test Duration	Standard Deviation	Duration Percentiles		
				10th	50th	90th
K	550,324	33.1	13.4	19	31	49
1	659,709	39.3	14.5	24	37	57
2	838,779	48.1	24.7	24	43	79
3	862,555	59.3	29.9	28	54	96
4	848,718	62.1	29.8	31	57	98
5	838,724	63.9	30.0	33	59	100
6	800,917	68.5	33.2	34	63	109
7	772,682	66.5	33.4	32	61	106
8	721,295	66.0	33.7	32	60	106
9	347,137	53.3	26.0	25	50	85
10	258,727	49.9	25.3	22	46	81

Table 2.9. Test Durations in minutes —Spring 2017, Reading High-Performing Students (90th Percentile Achievement and Above)

Grade	#Students	Mean Test Duration	Standard Deviation	Duration Percentiles		
				10th	50th	90th
K	66,277	46.0	16.5	30	43	65
1	87,987	44.7	15.3	30	42	62
2	96,892	58.0	28.5	30	52	94
3	83,742	68.1	30.8	38	62	105
4	86,527	66.1	29.1	38	60	100
5	85,365	64.1	28.6	37	58	97
6	71,459	78.2	34.3	44	71	119
7	77,118	75.6	34.9	43	69	114
8	85,527	72.5	32.8	41	66	110
9	27,615	60.8	22.9	37	57	88
10	22,367	57.3	22.2	34	54	84

Table 2.10. Average Differences* in Test Durations in minutes —Reading

Grade	Average Differences						
	Spring 17 – Fall 16	Spring 17 – Winter 17	Winter 18 – Fall 17	Fall 17 – Fall 16	Winter 18 – Winter 17	Spring 17 – Spring 16	Fall 16 – Spring 16
K	-2.6	4.2	-5.9	-8.8	-0.8	7.3	0.4
1	6.0	3.9	0.9	5.7	8.6	11.3	1.6
2	9.1	4.8	4.9	12.1	14.5	13.9	1.8
3	11.4	6.9	6.5	10.2	10.6	6.8	-1.6
4	7.9	4.8	5.1	6.6	9.4	6.7	-1.1
5	7.3	3.8	5.9	10.6	13.4	11.3	3.0
6	7.2	3.9	5.8	4.9	7.8	2.9	-4.8
7	6.7	2.9	6.0	6.3	9.7	4.2	-2.8
8	6.5	1.9	6.6	3.3	-0.3	-4.2	-4.7
9	0.1	-0.3	1.2	0.6	0.7	-1.4	-2.5
10	0.7	0.0	1.3	3.8	2.3	-2.1	-1.8

*Note: The number of items on the MAP Growth K-2 assessment was reduced beginning in Fall of 2017, so changes in duration across seasons for students taking this assessment may change as a result. This document will be updated to reflect those changes once they have stabilized.

Table 2.11. Test Durations in minutes —Fall 2017, Language Usage

Grade	#Students	Mean Test Duration	Standard Deviation	Duration Percentiles		
				10th	50th	90th
2	147,395	36.0	19.3	16	32	60
3	291,978	41.9	20.3	21	38	67
4	313,298	46.9	21.7	25	43	73
5	311,388	48.7	21.0	27	45	74
6	318,153	48.6	19.8	27	46	73
7	307,160	47.4	19.2	27	44	71
8	298,796	46.6	18.9	27	44	69
9	163,581	44.0	18.4	25	41	66
10	131,483	41.0	17.7	23	38	62

Table 2.12. Test Durations in minutes —Winter 2018, Language Usage

Grade	#Students	Mean Test Duration	Standard Deviation	Duration Percentiles		
				10th	50th	90th
2	115,725	41.1	20.8	20	38	66
3	223,532	46.0	22.1	23	42	73
4	247,050	50.5	23.8	27	46	79
5	240,361	53.0	23.4	29	49	81
6	240,760	52.1	22.8	29	48	80
7	223,985	51.3	22.6	28	47	79
8	214,481	51.2	22.8	28	47	79
9	107,201	46.0	21.1	25	42	71
10	82,203	43.1	20.2	23	39	67

Table 2.13. Test Durations in minutes —Spring 2017, Language Usage

Grade	#Students	Mean Test Duration	Standard Deviation	Duration Percentiles		
				10th	50th	90th
2	148,067	44.5	21.8	22	40	71
3	236,772	49.2	23.8	25	45	78
4	248,055	51.8	24.1	28	47	81
5	244,933	53.4	24.4	29	49	82
6	249,759	51.1	22.9	28	47	78
7	237,719	48.8	21.6	27	45	75
8	219,109	47.6	21.0	26	44	73
9	123,444	41.7	18.8	22	38	64
10	101,456	39.5	18.0	21	37	61

Table 2.14. Average Differences* in Test Durations in minutes —Language Usage

Grade	Average Differences						
	Spring 17 – Fall 16	Spring 17 – Winter 17	Winter 18 – Fall 17	Fall 17 – Fall 16	Winter 18- Winter 17	Spring 17 – Spring 16	Fall 16 – Spring 16
2	9.5	4.8	5.5	8.6	8.4	7.9	-0.9
3	8.4	5.5	4.5	6.8	7.6	4.8	-1.9
4	6.7	4.4	3.9	5.1	7.3	4.5	-2.1
5	6.4	3.5	4.3	2.8	3.5	1.3	-3.6
6	4.8	2.7	3.5	2.0	3.8	0.8	-3.1
7	3.5	1.6	3.6	2.0	4.9	1.7	-1.7
8	3.4	1.0	3.9	1.0	0.1	-1.8	-2.5
9	-0.1	-0.2	0.8	-1.5	0.1	-0.5	-1.3
10	0.3	-0.3	1.3	-0.8	1.2	-0.7	-0.7

Table 2.15. Test Durations in minutes —Fall 2017, Science

Grade	#Students	Mean Test Duration	Standard Deviation	Duration Percentiles		
				10th	50th	90th
3	108,245	35.6	16.7	19	32	56
4	132,682	39.9	18.0	21	36	62
5	180,934	42.1	18.2	23	39	64
6	170,545	41.2	17.9	23	38	63
7	178,649	39.9	17.3	22	38	61
8	192,991	39.8	17.3	22	37	61
9	48,046	36.8	17.3	20	33	56
10	39,291	34.7	16.7	19	32	53

Table 2.16. Test Durations in minutes —Winter 2018, Science

Grade	#Students	Mean Test Duration	Standard Deviation	Duration Percentiles		
				10th	50th	90th
3	87,573	40.2	18.7	21	37	63
4	119,930	44.2	20.6	24	40	69
5	163,121	47.0	21.3	26	43	73
6	143,737	45.6	21.5	24	41	70
7	147,451	44.4	20.8	24	40	70
8	157,309	45.2	22.0	24	41	71
9	31,716	40.4	21.6	20	36	65
10	25,220	38.0	20.0	19	34	60

Table 2.17. Test Durations in minutes —Spring 2017, Science

Grade	#Students	Mean Test Duration	Standard Deviation	Duration Percentiles		
				10th	50th	90th
3	85,056	40.4	20.4	21	36	64
4	109,892	41.9	20.4	22	38	66
5	144,905	43.8	21.4	23	39	69
6	144,188	41.0	20.6	22	37	65
7	152,181	39.5	19.4	21	35	62
8	148,785	38.9	19.4	21	35	62
9	40,977	32.2	13.9	18	30	49
10	34,960	31.1	14.3	17	28	48

Table 2.18. Average Differences in Test Durations in minutes —Science

Grade	Average Differences						
	Spring 17 – Fall 16	Spring 17 – Winter 17	Winter 18 – Fall 17	Fall 17 – Fall 16	Winter 18 – Winter 17	Spring 17 – Spring 16	Fall 16 – Spring 16
3	7.3	4.6	5.1	7.4	8.9	5.3	-0.6
4	5.5	3.5	4.0	6.4	9.1	5.2	-0.6
5	5.3	2.5	4.6	4.4	5.8	2.2	-2.2
6	3.8	2.0	3.8	3.8	5.7	2.4	-1.2
7	3.2	1.4	1.6	5.2	7.6	3.2	0.1
8	3.3	0.9	4.4	1.6	2.2	-0.7	-0.5
9	-0.3	-0.3	1.5	-0.4	1.9	0.4	-0.1
10	0.5	0.0	1.5	1.1	2.2	-0.7	-0.3