



Welcome! Before we get started, take a [self-guided tour](#) of the new standards view in Class Profile.





WEBINAR

Connecting MAP Growth data to standards-aligned instruction

mapGROWTH

Innovating with integrity



From insights to action

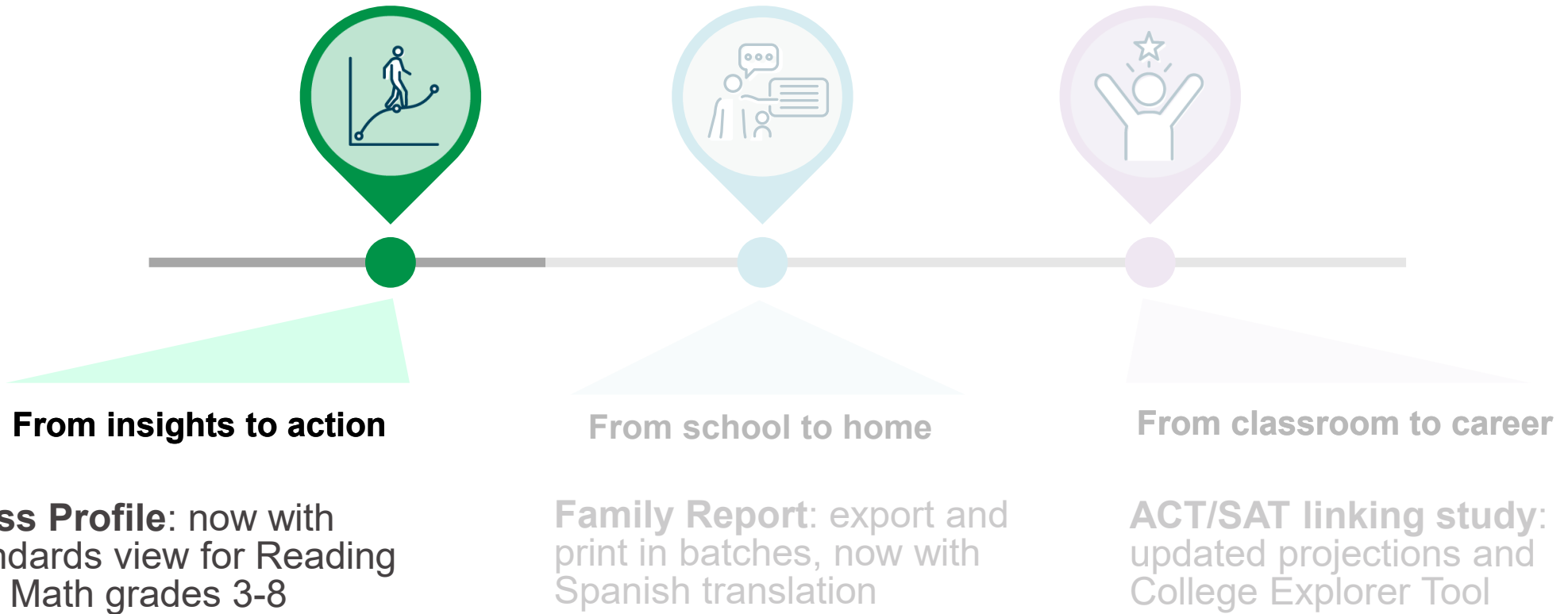


From school to home



From classroom to career

Innovating with integrity



Focus standard

Grade 3 Operations and
Algebraic Thinking (3.OA.A.1)

Interpret products of whole
numbers e.g. interpret 5×7 as
the total number of objects in 5
groups of 7 objects each

Standards for mathematical practice lesson planning tool

This tool supports educators to plan for and elicit evidence of student progress towards learning goals of a lesson. Using a blend of the college- and career-ready shifts and NCTM's 8 effective mathematics teaching practices as a framework, educators adapt lessons that connect the academic standards and standards for mathematical practice (SMP) to foster ambitious instruction.

Educator:	Name
Date:	Date
Unit:	Indicate the major concepts to learn in the current unit or module
Lesson:	Indicate the current lesson goal
Purpose:	☐ New learning ☐ Formative ☐ Reteaching ☐ Summative

Identify the academic standards

FOCUS

Domain

Identify the domain

Cluster

Identify the cluster

Standards

Identify the standard(s)

COHERENCE

Prior knowledge

Identify the necessary prior knowledge

Procedural fluencies

Identify the necessary procedural fluencies

Readiness indicators

Identify success criteria

RIGOR

Conceptual

How will students demonstrate conceptual understanding?

Procedural

How will students demonstrate procedural skill and fluency?

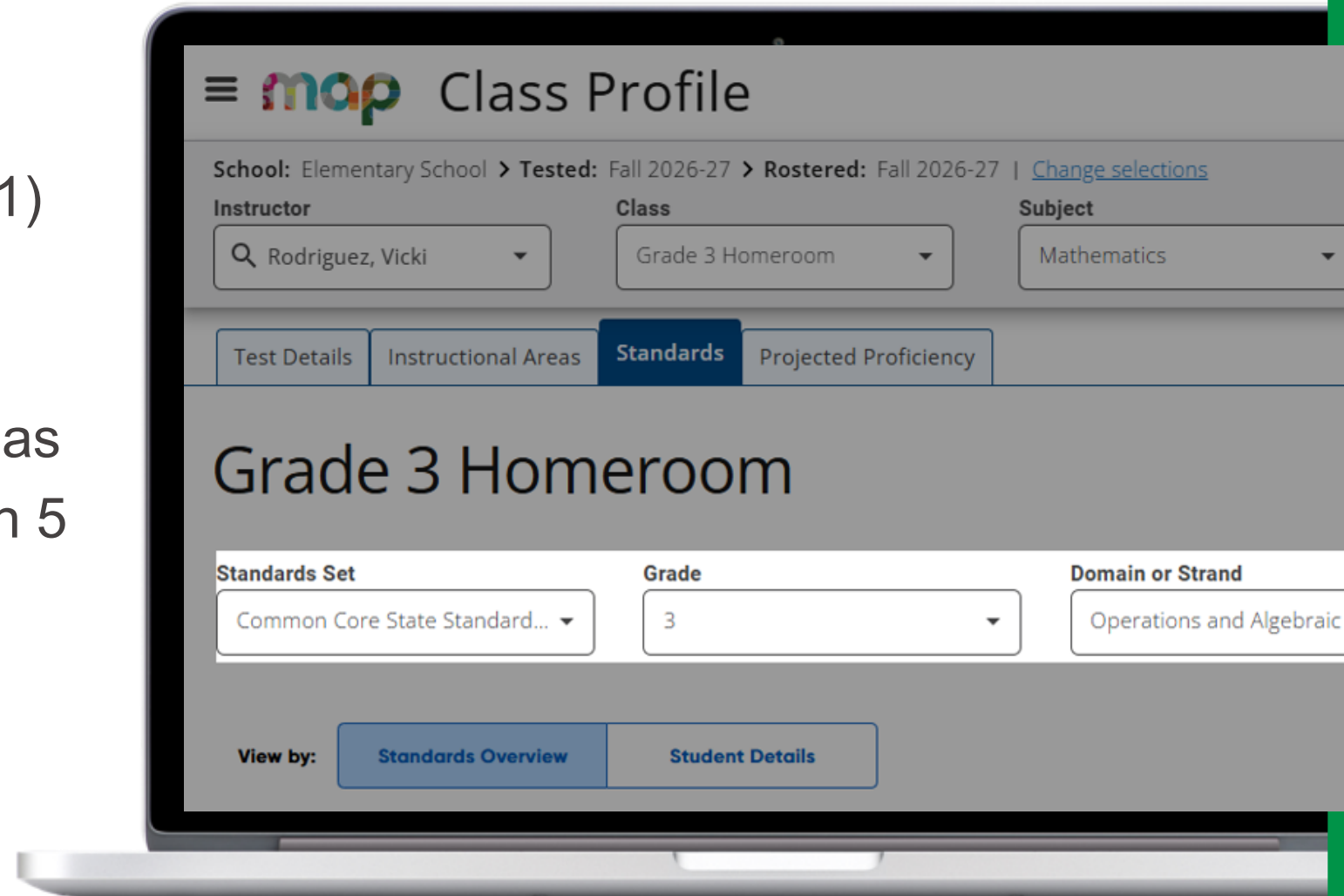
Application

How will students apply the new learning?

Standards view in Class Profile

Grade 3 Operations and
Algebraic Thinking (3.OA.A.1)

Interpret products of whole
numbers e.g. interpret 5×7 as
the total number of objects in 5
groups of 7 objects each



Standards Overview

"It would be great if we could search for students who are ready to develop the same standards. For example, I would like to put in a standard and **see all the kids in my class who need to develop that standard**. It would be very helpful to plan for small groups."

Class Profile

Class Proficiency by Standard

Homeroom A36-1_1 | Grade 3 | Elementary School | Math K-12 | Fall 2026-2027 | Common Core State Standards for Mathematics | Operations and Algebraic Thinking

Use this table to view summary of class-wide performance across standards

Standard Code	Standard Description	Student Distribution	Students Likely Proficient (%)																		
Operations and Algebraic Thinking																					
3.OA.A.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects...	6 4 2	40% Likely Proficient																		
Standard Details Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. Not Likely Proficient (6/12) Likely Proficient (4/12) No Data Available (2/12) <table><tr><td>Johnson, James</td><td>Foster, Frank</td><td>Green, Grace</td></tr><tr><td>King, Karen</td><td>Lopez, Leo</td><td>Scott, Samuel</td></tr><tr><td>Mitchell, Maria</td><td>Ortiz, Omar</td><td></td></tr><tr><td>Nelson, Nathan</td><td>Patel, Priya</td><td></td></tr><tr><td>Quinn, Quincy</td><td></td><td></td></tr><tr><td>Rivera, Rosa</td><td></td><td></td></tr></table>				Johnson, James	Foster, Frank	Green, Grace	King, Karen	Lopez, Leo	Scott, Samuel	Mitchell, Maria	Ortiz, Omar		Nelson, Nathan	Patel, Priya		Quinn, Quincy			Rivera, Rosa		
Johnson, James	Foster, Frank	Green, Grace																			
King, Karen	Lopez, Leo	Scott, Samuel																			
Mitchell, Maria	Ortiz, Omar																				
Nelson, Nathan	Patel, Priya																				
Quinn, Quincy																					
Rivera, Rosa																					
3.OA.A.2	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the numbe...	7 3 2	30% Likely Proficient																		
3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving...	4 6 2	60% Likely Proficient																		
Student Distribution for This Standard Not Likely Proficient Likely Proficient No Data More information about this chart. Rostered Fall 2026-2027 Tested Fall 2026-2027																					

Operations and Algebraic Thinking

3.OA.A.1

Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects...



40% Likely Proficient

Standard Details

Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.

● Not Likely Proficient (6/12)	● Likely Proficient (4/12)	● No Data Available (2/12)
Johnson, James	Foster, Frank	Green, Grace
King, Karen	Lopez, Leo	Scott, Samuel
Mitchell, Maria	Ortiz, Omar	
Nelson, Nathan	Patel, Priya	
Quinn, Quincy		
Rivera, Rosa		

Student Details

“Some of my third-grade students come to school already exposed to multiplication. Even though they can give the answers to basic multiplication problems, I find **they don’t understand what multiplication really means.**”

Download Spreadsheet

Class Profile			
Student Proficiency by Standard			
Homeroom A36-1_1 Grade 3 Elementary School Math K-12 Fall 2026-2027 Common Core State Standards for Mathematics Operations and Algebraic Thinking			
Use this table to view detailed results for individual students			
Student Name	3.OA.A.1 ↑	3.OA.A.2	3.OA.A.3
Foster, Frank	Yes	Yes	Yes
Lopez, Leo	Yes	No	No
Ortiz, Omar	Yes	No	Yes
Patel, Priya	Yes	No	Yes
Johnson, James	No	No	Yes
King, Karen	No	Yes	Yes
Mitchell, Maria	No	No	No
Nelson, Nathan	No	No	No
Quinn, Quincy	No	No	No
Rivera, Rosa	No	Yes	Yes
Green, Grace	-	-	-
Scott, Samuel	-	-	-
Student Proficiency Result for This Standard No Yes			
More information about this chart			
Rostered Fall 2026-2027 Tested Fall 2026-2027			

Student Details

“Some of my third-grade students come to school already exposed to multiplication. Even though they can give the answers to basic multiplication problems, I find **they don’t understand what multiplication really means.**”

Download Spreadsheet

Class Profile

Student Proficiency by Standard

Homeroom A36-1_1 | Grade 3 | Elementary School | Math K-12 | Fall 2026-2027 | Common Core State Standards for Mathematics | Operations and Algebraic Thinking

Use this table to view detailed results for individual students

Student Name	3.OA.A.1 ↑	3.OA.A.2	3.OA.A.3
Foster, Frank	Yes	Yes	Yes
Lopez, Leo	Yes	No	No
Ortiz, Omar	Yes	No	Yes
Patel, Priya	Yes	No	Yes
Johnson, James	No	No	Yes
King, Karen	No	Yes	Yes
Mitchell, Maria	No	No	No
Nelson, Nathan	No	No	No
Quinn, Quincy	No	No	No
Rivera, Rosa	No	Yes	Yes
Green, Grace	-	-	-
Scott, Samuel	-	-	-

Student Proficiency Result for This Standard

No

Yes

More information about this chart

Rostered Fall 2026-2027

Tested Fall 2026-2027

Module 1

Understand Multiplication

Can you find the total without counting by ones?

Record the total.



How many  ? 12

How many  ? 30

How many  ? 60

Turn and Talk Possible answer: I counted by 2s, 5s, and 10s.

- How did you find the total for each question? See above.
- Describe a different strategy you could use to find the answers.

Possible answer: To find the number of petals in each flower pot, I can add $10 + 10 + 10 + 10 + 10 + 10 = 60$.

Module 1 3

Waggle

Hi Nash, welcome to Number Ninjas - Math

Next Missions

- Learn: Multiplying Decimals
- Practice: Decimal Operations
- Play: Adding Decimals

COMPLETED MISSIONS

SCORE 1,560

Edit Avatar Select World

HMH Math 180

Hello, Student!

BLOCK 1 | TOPIC 1

Lesson 2: Interpret Products

30%

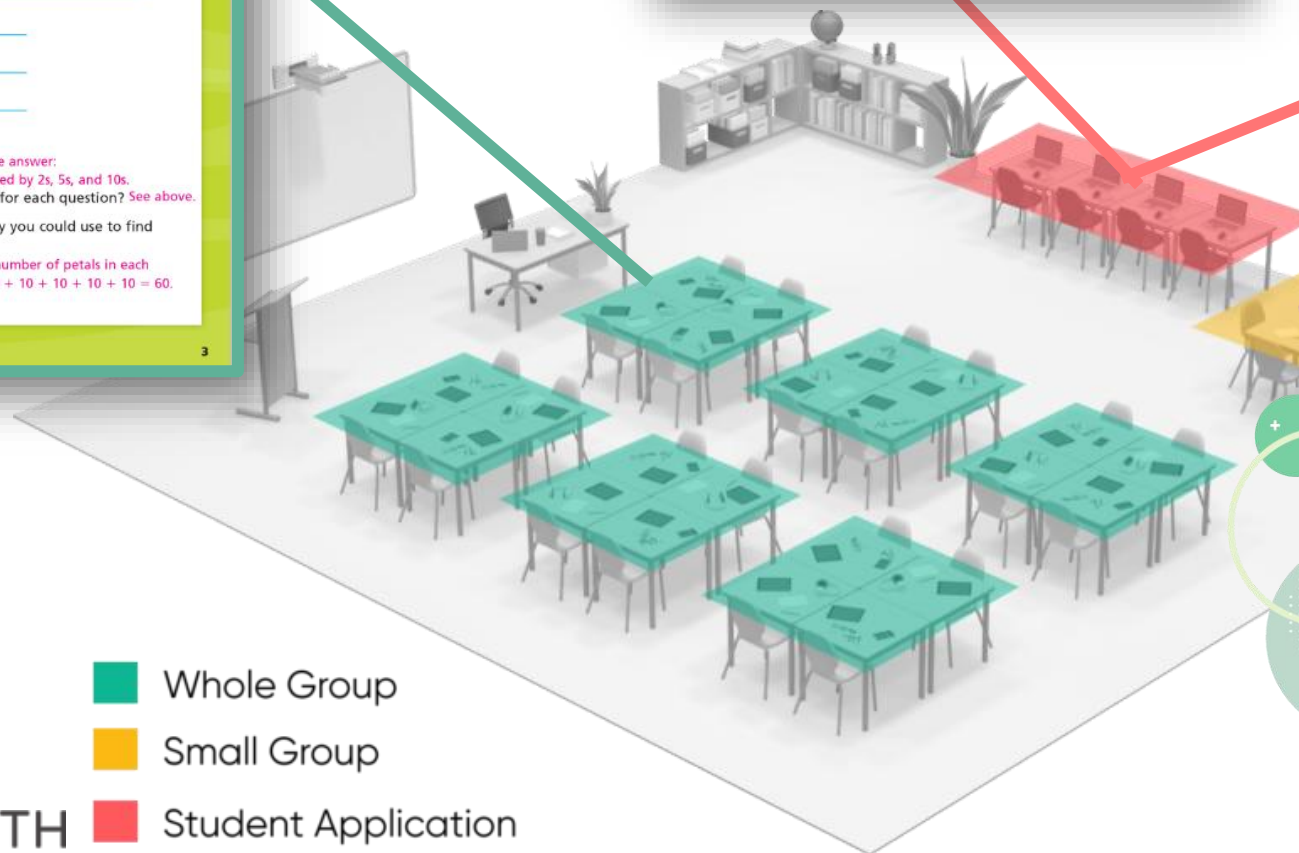
Learn Zone

CONTINUE

My Block 1 Progress: Multiplicative Thinking

- Anchor Video: Social Climbers
- Simulation: Hype Up The Fair

Topic 1: Equal Groups in Multiplication



- Whole Group
- Small Group
- Student Application



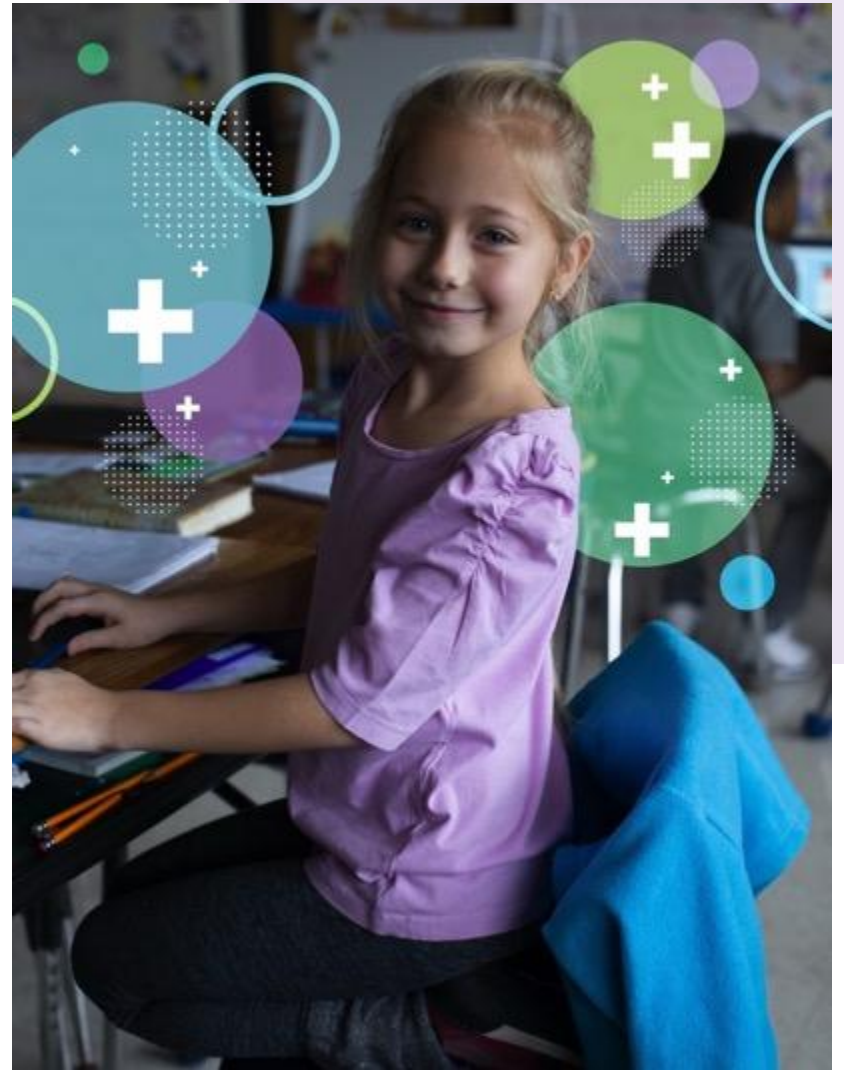
“ Classrooms showing strong growth are not relying on entirely new strategies. Instead, they’re making **small but intentional** shifts in how time is used, how tasks are designed, and how student thinking is surfaced.

Jenna Talos

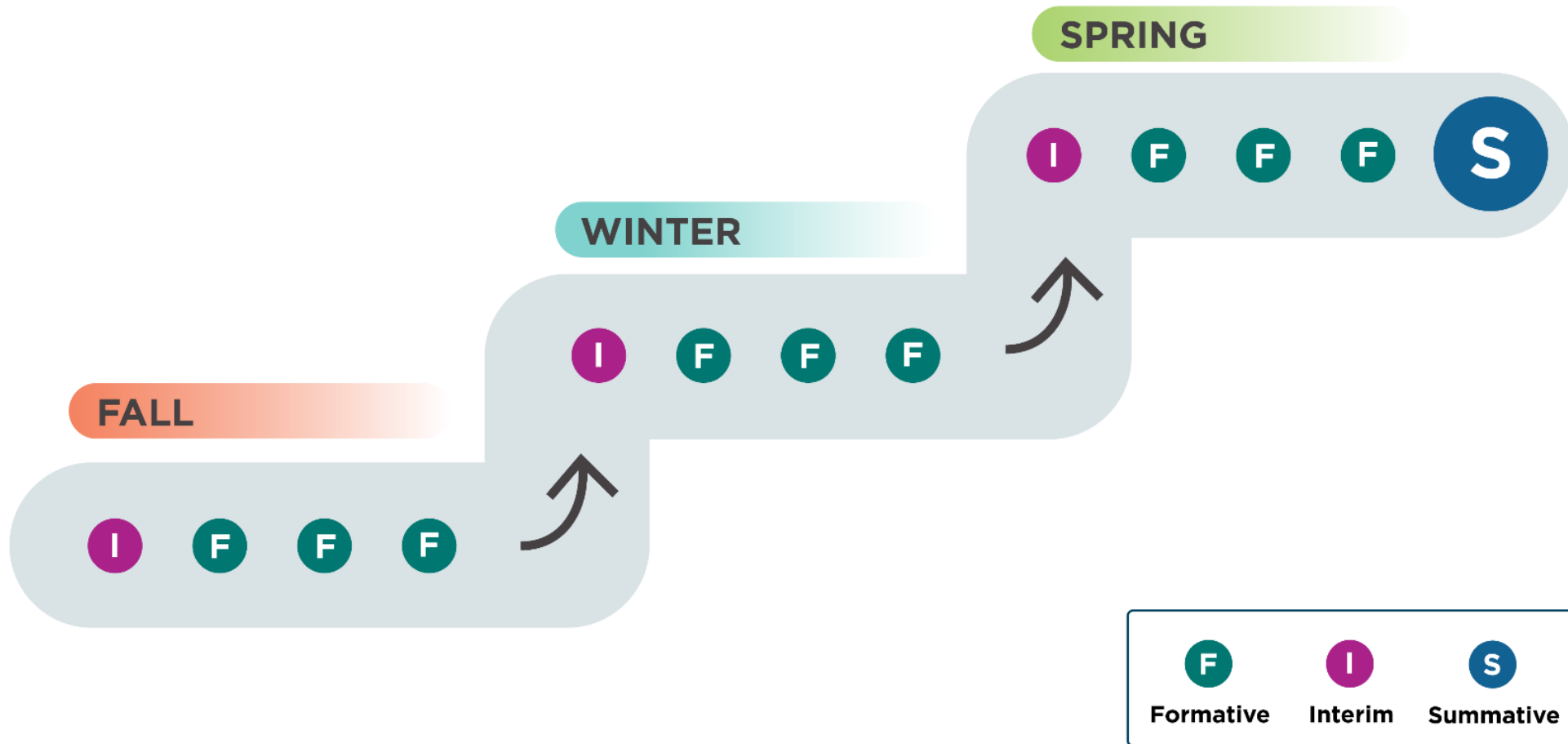
NWEA Professional Learning

Identifying instructional needs

In order to align student data to standards-aligned instruction, I need to know how to find standards data in my MAP Growth reports so I can make small groups and differentiate instruction.



Supporting learners on their journey



Class Profile

Standards

map

Class Profile

Tested: Winter 2025-26

Rostered: Winter 2025-2026

Change selection

Instructor

Goodwin, Samantha

Class

Math, Period 3

Subject

Mathematics

Course

Math K-12

UPDATE

Test Details

Instructional Areas

Standards

Projected Proficiency

Standards Set

Your State Standards

Grade

8

Instructional Area

All

Student

All Students

Refresh

Math Period 3

Class Profile

Class Proficiency by Standard

Math Period 3 | Grade 8 | Period 3 | North K-12 | Winter 2025-2026

Use this table to view summary of classwide performance across standards

View by:

Standards Overview

Student Details

Print

Standard Code	Standard Description	Student Distribution	Students Likely Proficient (%)
Geometry			
HS.G.CO.A.1 (2 substandards)	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance...	13 19	83% Likely Proficient
HS.G.GRT.A.1	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure.	1 26	85% Likely Proficient

Standard Details

Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure.

Not Likely Proficient (2/30)

Likely Proficient (25/30)

No Data Available (2/30)

Jackson, Victor	Allen, Cheryl	Reeves, Ricky
Johnson, Rebecca	Cannon, Carlos	Sanchez, Ronald
	Cutler, Kyle	
	Degeon, Tiffany	
	Francis, Whitney	
	George, Lorella	
	Gray, Kelly	
	Gray, Haden	
	Gray, Willie	
	Hall, Ronald	

Instructional Areas + Learning Continuum

map

Class Profile

Tested: Winter 2025-26

Rostered: Winter 2025-2026

Change selection

Instructor

Goodwin, Samantha

Class

Math, Period 3

Subject

Mathematics

Course

Math K-12

UPDATE

Test Details

Instructional Areas

Standards

Projected Proficiency

Standards Set

Your State Standards

Grade

8

Instructional Area

All

Student

All Students

Refresh

Language Arts 11, Period 4

Class Profile

Instructional Area Achievement Percentages - Demo Growth: Math 8-

Language Arts 11, Period 4 | Grade 11 | Grade 11 School Year 2025-2026

Use this table to view summary of classwide performance across standards

View by:

Standards Overview

Student Details

Print

Instructional Area	Achievement Spring 2024-2025	Number of Students
Geometry	85%	25
Algebra and Functions	80%	20
Statistics and Probability	75%	15
The Real and Complex Number Systems	70%	10

Students Grouped by Instructional Area Scores - Demo Growth: Math 8-

Language Arts 11, Period 4 | Grade 11 | Grade 11 School Year 2025-2026

Use this table to view summary of classwide performance across standards

View by:

Standards Overview

Student Details

Print

Instructional Area	Score	Number of Students
Geometry	85%	25
Algebra and Functions	80%	20
Statistics and Probability	75%	15
The Real and Complex Number Systems	70%	10

Instructional Area Details by Student - Demo Growth: Math 8-

Language Arts 11, Period 4 | Grade 11 | Grade 11 School Year 2025-2026

Use this table to view summary of classwide performance across standards

View by:

Standards Overview

Student Details

Print

Instructional Area	Score	Number of Students	Geometry	Algebra and Functions	Statistics and Probability	The Real and Complex Number Systems
Geometry	85%	25	85%	80%	75%	70%
Algebra and Functions	80%	20	80%	80%	75%	70%
Statistics and Probability	75%	15	75%	80%	75%	70%
The Real and Complex Number Systems	70%	10	70%	80%	75%	70%

Projected Proficiency

map

Class Profile

Tested: Winter 2025-26

Rostered: Winter 2025-2026

Change selection

Instructor

Goodwin, Samantha

Class

Math, Period 3

Subject

Mathematics

Course

Math K-12

UPDATE

Test Details

Instructional Areas

Projected Proficiency

Standards Set

Your State Standards

Grade

8

Instructional Area

All

Student

All Students

Refresh

Mathematics 6, Period 1

Class Profile

Projected Proficiency Overview

Mathematics 6, Period 1 | Grade 6 | Big Bend Middle School | Math K-12 | Projected with MAP Growth Linking Study Winter 2024-2025

Use this table to view summary of classwide performance across standards

View by:

Standards Overview

Student Details

Print

Instructional Area	Achievement Spring 2024-2025	Number of Students
Geometry	85%	25
Algebra and Functions	80%	20
Statistics and Probability	75%	15
The Real and Complex Number Systems	70%	10

Students Grouped by Instructional Area Scores - Demo Growth: Math 8-

Language Arts 11, Period 4 | Grade 11 | Grade 11 School Year 2025-2026

Use this table to view summary of classwide performance across standards

View by:

Standards Overview

Student Details

Print

Instructional Area	Score	Number of Students
Geometry	85%	25
Algebra and Functions	80%	20
Statistics and Probability	75%	15
The Real and Complex Number Systems	70%	10

Instructional Area Details by Student - Demo Growth: Math 8-

Language Arts 11, Period 4 | Grade 11 | Grade 11 School Year 2025-2026

Use this table to view summary of classwide performance across standards

View by:

Standards Overview

Student Details

Print

Instructional Area	Score	Number of Students	Geometry	Algebra and Functions	Statistics and Probability	The Real and Complex Number Systems
Geometry	85%	25	85%	80%	75%	70%
Algebra and Functions	80%	20	80%	80%	75%	70%
Statistics and Probability	75%	15	75%	80%	75%	70%
The Real and Complex Number Systems	70%	10	70%	80%	75%	70%

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Using MAP Growth data to plan standards-aligned instruction

01



**Identify a
focus standard**

02



**Identify students
and instructional
readiness**

- Standards tab
- Instructional Area tab

03



**Determine next
steps and Confirm
priorities**

- Learning Continuum
- Projected Proficiency tab

Proficiency by Standard

"Some of my fifth-grade students can answer questions about a text, but I'm not sure they can consistently identify the most important details, determine central ideas, and use evidence to explain their thinking."

Name _____

Reading Graphic Organizer 17

Central Idea

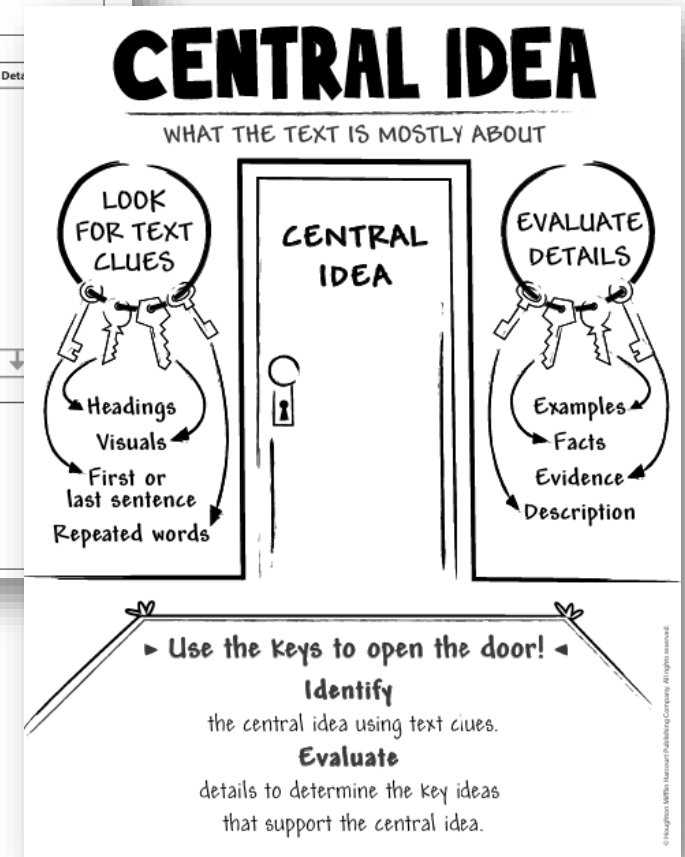
Title _____

Topic		

Detail	Detail	Detail

Central Idea

--	--	--



Standards tab

Which students do I want to understand better?

Informational text

CCSS.ELA-Literacy.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5

4

1

40% Likely Proficient

Standard Details

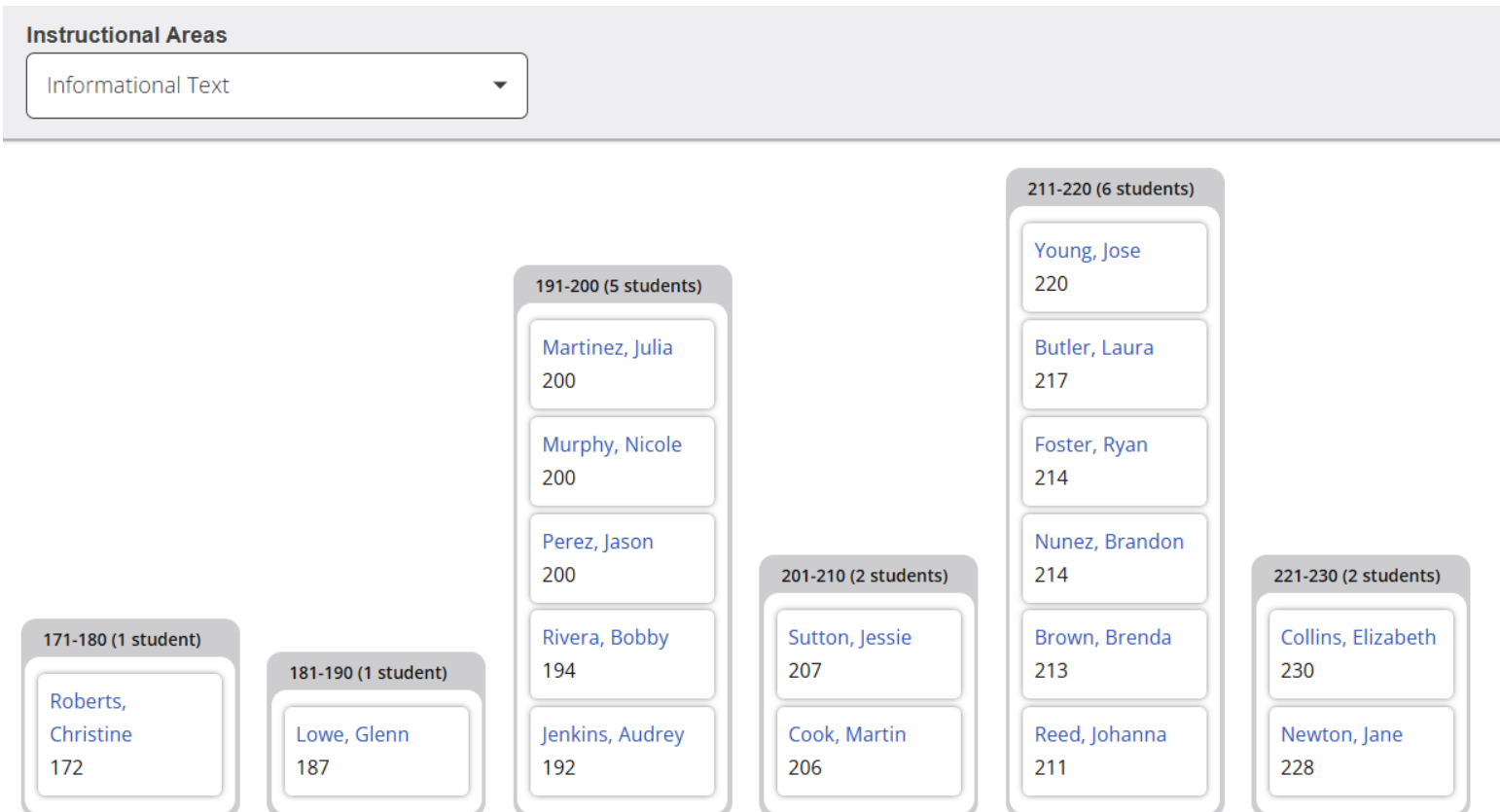
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

● Not Likely Proficient (5/10)	● Likely Proficient (4/10)	● No Data Available (1/10)
Rivera, Bobby	Brown, Brenda	Young, Jose
Jenkins, Audrey	Reed, Johanna	
Lowe, Glenn	Newton, Jane	
Martinez, Julia		

Instructional Areas

Areas tab

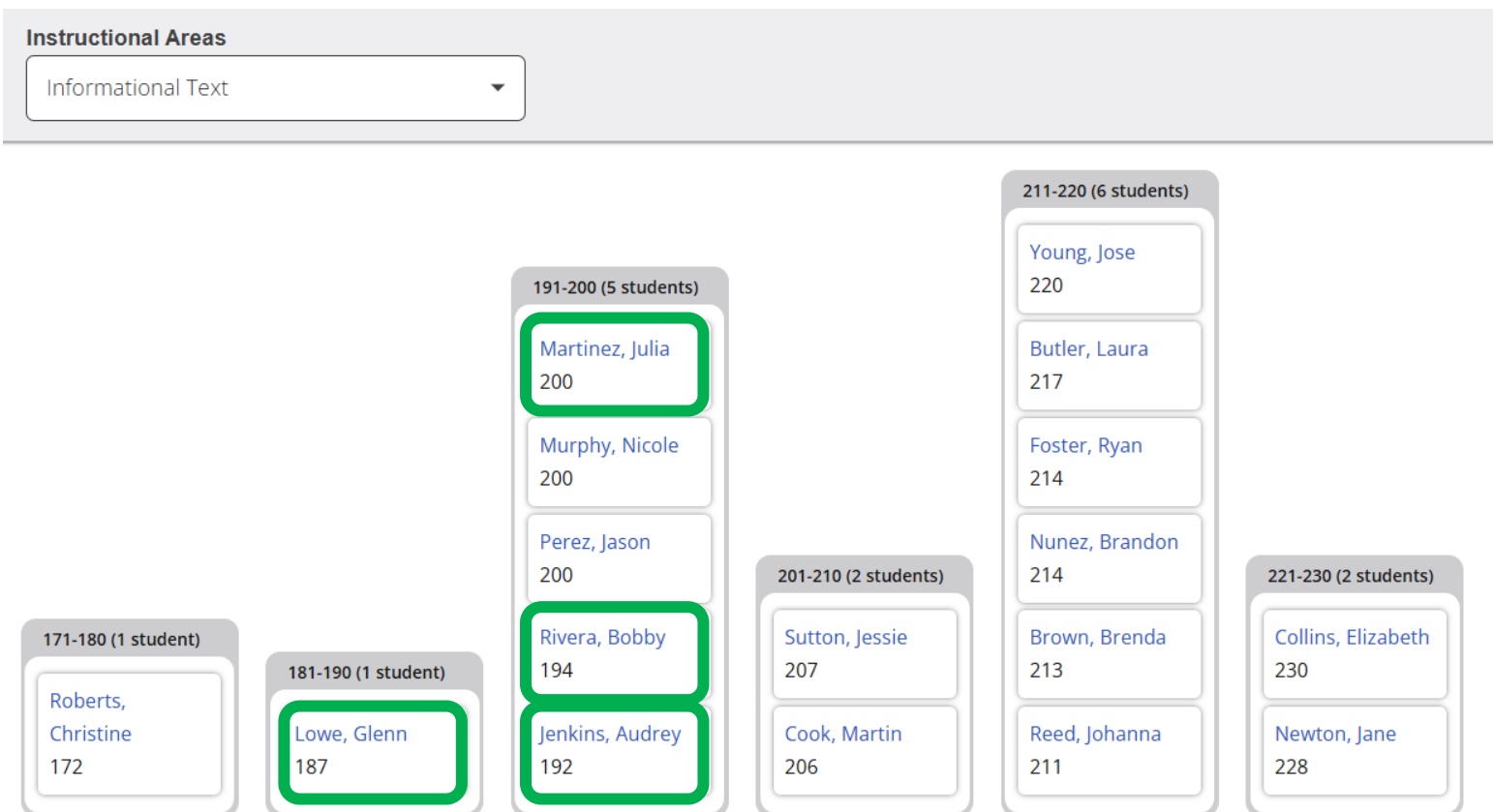
Are these learners showing similar readiness patterns?



Instructional Areas

Areas tab

Or might they need different supports?



Learning Continuum

What might be a reasonable instructional entry point?

RIT 181-190 ⓘ
Literary Text Informational Text Vocabulary
Analyze Central Idea, Concepts, and Events; Summarize
CCSS.ELA-Literacy.RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. • Determines main/central idea of an informational web page

RIT 191-200 ⓘ
Literary Text Informational Text Vocabulary
Analyze Central Idea, Concepts, and Events; Summarize
CCSS.ELA-Literacy.RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. • Determines details that support main/central idea in informational text • Determines main/central idea in informational text • Determines main/central idea of an informational web page • Identifies a title that reflects main/central idea in informational text

Learning Continuum

Are the learning statements similar or different? Do they suggest increasing complexity?

RIT 181-190 ⓘ

- Determines main/central idea of an informational web page

RIT 191-200 ⓘ

- Determines details that support main/central idea in informational text
- Determines main/central idea in informational text
- Determines main/central idea of an informational web page
- Identifies a title that reflects main/central idea in informational text



Learning Continuum

How might support differ by group?

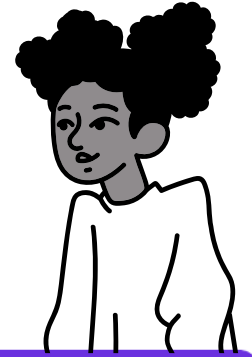
RIT 181-190 ⓘ

- Determines main/central idea of an informational web page



Learning Continuum

How might support differ by group?



RIT 191-200 ⓘ

- Determines details that support main/central idea in informational text
- Determines main/central idea in informational text
- Determines main/central idea of an informational web page
- Identifies a title that reflects main/central idea in informational text



Planning for tomorrow



Projected Proficiency tab

How does this connect to longer term goals?



map Class Profile Logged in as Test Instructor Instructor4

School: Big Bend Middle School | Tested: Winter 2024-25 | Rostered: Winter 2024-25 | [Change selections](#)

Instructor: Reband, Frank | Class: Mathematics 6, Period 1 | Subject: Mathematics | Course: Math K-12 | [UPDATE](#)

[Class Profile Overview](#)

Test Details | Instructional Areas | **Projected Proficiency**

Linking Study: MAP Growth | [UPDATE](#)

[Print PDF](#)

Class Profile

Projected Proficiency Overview

Mathematics 6, Period 1 | Grade 6 | Big Bend Middle School | Math K-12 | Projected with MAP Growth Linking Study Winter 2024-2025

Most students are projected to not be proficient.

Number of students by proficiency category

Advanced	3
Proficient	4
Below Proficient	22

[More information about this chart](#)

Rostered Winter 2024-2025
Tested Winter 2024-2025

Class Profile

About Spring Cut Scores

Mathematics 6, Period 1 | Grade 6 | Big Bend Middle School | Math K-12 | Projected with MAP Growth Linking Study Winter 2024-2025

The selected linking study defines the cut scores for each proficiency category and whether or not that category is considered to be proficient. Categories and cut scores are grade specific.

Grade 6	Categories	RIT Score Range
	Advanced	244 - 350 (Proficient)
	Proficient	230 - 243 (Proficient)
	Below Proficient	100 - 229

[More information about this chart](#)

Rostered Winter 2024-2025
Tested Winter 2024-2025

Class Profile

Projected Proficiency by Student

Mathematics 6, Period 1 | Grade 6 | Big Bend Middle School | Math K-12 | Projected with MAP Growth Linking Study Winter 2024-2025

Student Name	Grade	Winter 2024-2025 RIT	Projected Spring RIT Score	Projected Spring 2024-2025 Category
Alexander, Steven Q	6	215	219	Below Proficient
Andrew, Elena Q	6	209	213	Below Proficient
Burke, Noah Q	6	247	251	Advanced
Bush, Devin Q	6	181	186	Below Proficient
Cain, Ellen Q	6	208	213	Below Proficient
Chen, Inger Q	6	199	204	Below Proficient
Clayton, Herman Q	6	204	209	Below Proficient
Collins, Elizabeth Q	6	216	220	Below Proficient
Evans, Alan Q	6	236	240	Proficient
Flores, Benjamin Q	6	236		
Foots, Evelyn Q	6	92		
Hampton, Brendan Q	6	214	218	Proficient



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Learn more about NWEA Professional Learning

We're here to support you! Let us know in the webinar survey.

The “Connecting MAP Growth Data to Standards-Aligned Instruction” workshop featured today is offered [virtually](#) and [onsite](#).

Curious about our other MAP Growth Professional Learning offerings? [Check them out here](#).