

LEARNING GUIDE

Applying Reports

Essential Reports
for Teachers

Essential Reports
for Primary Teachers

Student Goal Setting
and Growth



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Setting the
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Save



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For installation assistance or questions, access the [PDF Help](#) document.

Take notes



Take notes throughout the day by typing in any blue space. Go ahead; give it a whirl!

How did you get here today?

Comment



Try out the comment tool.

Highlight



Try out the highlighter tool.

Save, close, and reopen

Save this document, close, and reopen. Are your notes, comments, and highlights still here? Great! Check the box, and you're ready to roll.



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Learning target



You'll see this icon next to a statement of what you will learn during this session.

Reflection



You'll get opportunities throughout the session to pause and consider how you'll apply your learning in practice.

Key ideas



You'll find opportunities throughout the session to record what you have learned about each report and how you might use it.

Discuss



When you see this icon, you'll have an opportunity to talk with a colleague about your questions, what you've learned, or your implementation plans.

Recommended print



When there are particular pages you might want to share with colleagues or keep for your records, we'll note which pages to print.

Lead learner



If you are responsible for presenting what you learn today to other educators at a later date, you'll see this icon when it's time for you to plan for that experience.

Resources



Keep an eye out for this icon, which appears on pages filled with links to handy websites and useful documents.



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Internal links

When it's time to go to a particular page within this PDF, you'll see double arrowheads.

« Go back to a page

» Jump ahead to a page

Home



The home button returns you to the table of contents. From there, you can jump to any section you'd like.

External links

When it's time to temporarily leave this PDF to download another document or visit a website, you'll see the icons below.



Download a document



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Explore a website



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Employ metrics to influence instruction



	New to me	I am familiar with it	I get it	I can teach it	I can apply it in another way
Before					
After					

What questions do you have?

Use MAP® Growth™ data and resources to develop academic learning goals



	New to me	I am familiar with it	I get it	I can teach it	I can apply it in another way
Before					
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What questions do you have?



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Accurately communicate assessment results to stakeholders



	New to me	I am familiar with it	I get it	I can teach it	I can apply it in another way
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What questions do you have?



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NWEA Professional Learning Online

Find today's workshop materials and resources in NWEA® Professional Learning Online.

➞ Have a Professional Learning Online login? Go directly to the course:
[Applying Reports: Resources](#).

Don't have a login? Visit [Professional Learning Online](#) and follow the directions to create your account.

Having trouble logging in? Check out the [User Guide](#).

Helpful downloads

You may want to download these documents to use during and after the workshop:

⬇ [MAP Growth Reports Portfolio](#)

[Data-to-Instruction Template for Three Groups](#)

[Data-to-Instruction Template for Six Groups](#)

[Data-to-Instruction Template for One Student](#)

Your MAP reports

Access your reports and work with your students' data during the workshop.

➞ Log in to the [MAP reports site](#).





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Normative Data

NWEA norms—based on a nationally representative sample of MAP Growth assessment scores from over 10.2 million students—allow you to compare your students' achievement and growth with those of their academic peers.

 Explore [NWEA Normative Data](#).


MAP Growth Teacher Toolkit

Here, you'll find popular resources, like *Parent Guides* and *RIT Reference Charts*, which show examples of items across RIT bands in Mathematics, Reading, Language Usage, and Science.

 Explore the [MAP Growth Teacher Toolkit](#).

State Linking Studies

Your state's linking study shows how MAP Growth assessments align with your state accountability assessments.

 To find your state's linking study, visit [NWEA.org](#). Hover over **Solutions** and select **States**.

Comparative Data

To help you make strategic instructional and programmatic decisions, the *Comparative Data to Inform Instructional Decisions* document shows multiple college and career readiness benchmarks, including those from ACT®, SAT®, and Smarter Balanced Assessment Consortium (Smarter Balanced) assessments.

 Explore [NWEA Comparative Data](#).


NWEA Blueprints

NWEA Blueprints (previously called Goal Structures) show how your state standards connect to MAP Growth instructional areas (goal performance areas) and sub-areas (sub-goal performance areas).

 Explore [NWEA Blueprints](#).

Video Tutorials

Learn more about MAP Growth reports by accessing additional information and videos.

 Explore [video tutorials](#). Scroll to the section called **Your Data**.



02

Relating Scores to Skills



Employ metrics to
influence instruction



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Choose your focus

Consider the *Class* report.



Create your groups

Consider the *Class Breakdown by Goal* report and the *Learning Continuum*.



Design your lessons

Identify instructional activities.

Assess to determine progress.

Consider the *Learning Continuum*, your professional expertise, and outside resources.



Explore Your Class Report

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1. Explore the annotated report

Access the [MAP Growth Reports Portfolio](#).

What do you understand about the *Class* report? What questions do you have?



Confirm your understanding and discuss your questions with a colleague.

Your understanding:

Your questions:

2. Predict what you think you'll see

What do you think you'll see in your own data?
What do you hope to see?

Your predictions:

3. Explore your own report

Observe your data and compare your observations with your predictions. What do you notice?

Observations:

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1. Consider data points and instructional readiness

Access the [Normative Data](#) document.

How do your class mean and median compare with the Norm Grade Level Mean RIT?

How well do your grade-level textbooks and materials align with the instructional readiness level of your class as a whole?

How do you know?

Is your class mean on, above, or below the grade-level norm?

Notes:

2. Consider instructional implications

How might your discoveries in step 1 affect instruction in your classroom?

Instructional implications:

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3. Consider standard deviation

Which goal performance/instructional area has the highest standard deviation (SD)? What implications does SD have for your classroom?

The **standard deviation** indicates the range of instructional levels for a group of students.

The higher the SD, the more diverse the instructional levels are within your group; the lower the SD, the more your students are instructionally alike.

Goal/instructional area with the highest SD:

Instructional implications:

4. Consider performance in instructional areas

Do any of the areas have a score that is three or more points higher than your class mean?

Do any of the areas have a score that is three or more points lower than your class mean?

What implications does this area information have for your planning?

Notes:

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1. Explore the annotated report

Access the [MAP Growth Reports Portfolio](#).

➞ You may also want to log in to the [MAP reports site](#).

What do you understand about the *Class Breakdown by Projected Proficiency* report?
What questions do you have?

Your understanding:

Your questions:

2. Keep exploring proficiency projections

To better understand how NWEA projects proficiency, review your state's linking study tables.

🕒 To find your state's linking study, visit [NWEA.org](#). Hover over **Solutions** and select **States**. Note the cut scores for reading and/or math for your grade level.

🕒 For college and career readiness cut scores, explore [NWEA comparative data](#).

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1. Explore the annotated report

Access the [MAP Growth Reports Portfolio](#).

What do you understand about the *Class Breakdown by RIT* and *by Goal* reports? What questions do you have?



Confirm your understanding and discuss your questions with a colleague.

Your understanding:

Your questions:

2. Predict what you think you'll see

Class Breakdown by RIT:

How many 10-point RIT bands do you think your class will span?

Number of RIT bands (your prediction):

Class Breakdown by Goal:

Which goal performance/instructional area do you think will have the widest range of student readiness?

Area with the widest range (your prediction):

» Continue on the [next page](#).



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3. Interpret your own reports

Observe your data and compare your observations with your predictions. What do you notice?

How will your findings affect your instructional planning?

Observations:

Instructional planning implications:

Class Breakdown reports: key ideas and possible uses



What data do the *Class Breakdown* reports provide? How will you use the data?

Class Breakdown by Goal

Class Breakdown by Goal Report

Class: Grade: Report Type: [Refresh Data](#)

Report Period: to [View Report](#)

Report Generated: [Print Report](#)

Report Description: This report provides a breakdown of student scores by goal and by skill. It includes a summary of scores by goal and a detailed breakdown of scores by skill. The report is generated based on the data entered in the Learning Continuum Client.

Goal	Score	Standard	Standard	Standard	Standard	Standard	Standard
Goal 1	100	Standard 1.1	Standard 1.2	Standard 1.3	Standard 1.4	Standard 1.5	Standard 1.6
Goal 2	90	Standard 2.1	Standard 2.2	Standard 2.3	Standard 2.4	Standard 2.5	Standard 2.6
Goal 3	80	Standard 3.1	Standard 3.2	Standard 3.3	Standard 3.4	Standard 3.5	Standard 3.6
Goal 4	70	Standard 4.1	Standard 4.2	Standard 4.3	Standard 4.4	Standard 4.5	Standard 4.6
Goal 5	60	Standard 5.1	Standard 5.2	Standard 5.3	Standard 5.4	Standard 5.5	Standard 5.6
Goal 6	50	Standard 6.1	Standard 6.2	Standard 6.3	Standard 6.4	Standard 6.5	Standard 6.6
Goal 7	40	Standard 7.1	Standard 7.2	Standard 7.3	Standard 7.4	Standard 7.5	Standard 7.6
Goal 8	30	Standard 8.1	Standard 8.2	Standard 8.3	Standard 8.4	Standard 8.5	Standard 8.6
Goal 9	20	Standard 9.1	Standard 9.2	Standard 9.3	Standard 9.4	Standard 9.5	Standard 9.6
Goal 10	10	Standard 10.1	Standard 10.2	Standard 10.3	Standard 10.4	Standard 10.5	Standard 10.6

Notes for your Essential Reports chart:

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Explore the Class View and Test View

Access the [MAP Growth Reports Portfolio](#).

➞ You may also want to log in to the [MAP reports site](#).

In what ways are the *Class View* and *Test View* similar? Different?

What do you understand about these views?
What questions do you have?

Note: To search for a specific word or phrase in the *Learning Continuum*, use **Ctrl+F** (**Cmd+F** on a Mac*).

Notes:



Confirm your understanding and discuss your questions with a colleague.

The Learning Continuum: key ideas and possible uses



What data does the *Learning Continuum* provide? How will you use the data?

The screenshot shows a detailed report titled 'Learning Continuum Class View Reading Primary Grades'. It includes a table with columns for 'Skill', 'Score', and 'Standard'. The table lists various reading skills such as 'Identify the main idea', 'Identify the supporting details', and 'Identify the author's purpose'. Each skill is associated with a specific standard and a score range. The report also includes a section for 'Notes' and a 'Summary' section at the bottom.

Notes for your Essential Reports chart:

» Continue on the [next page](#).







Choose your focus

1. Choose a **content area** and **standard** or **focus of instruction** for an upcoming lesson. You may want to view your *Class* report to identify an area of need.
2. Identify the corresponding **goal performance/instructional area**, **sub-goal performance/instructional area**, and **topic** using your *Learning Continuum Class View* report.

In the report, select **Edit Display Options** to **Group by Topic** or **Group by Standard**.

 Visit the NWEA Professional Learning Online Community to see examples of [completed Data-to-Instruction Templates](#).

 To create your own lesson plan using the Data-to-Instruction process, download one of the templates:

[Data-to-Instruction Template for Three Groups](#)

[Data-to-Instruction Template for Six Groups](#)

[Data-to-Instruction Template for One Student](#)

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Create your groups

1. Determine your **middle-score RIT range**.

- You can use your *Class Breakdown by Goal* report to see the full RIT-range distribution and which RIT bands have the most students.
- You may also want to reference your *Class* report, which provides the NWEA Norm Grade Level Mean RIT and your District Grade Level Mean RIT.

2. Determine your **below-score** and **above-score RIT ranges**.

3. Add **students** to your groups.*

4. Access the *Learning Continuum* to choose one or two **learning statements** related to your chosen topic/standard for each group.*

5. Adjust your groups as necessary to best meet student needs.

***Note:** For steps 3 and 4, you can copy/paste information from your reports if you're using Adobe Acrobat Reader. Other PDF software may not support this functionality.

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Design your lessons



1. Identify **student activities**, **instructional strategies**, and **resources** to target each group's learning statements. Consider:

- If learning statements are the same or similar for multiple groups, how will you adjust instruction for each group?
- Which activities or strategies require whole-group instruction? Small-group instruction? Which lend themselves to independent study or group work?
- If any of your groups are far above or below the NWEA Norm Grade Level Mean RIT, will your current curricular materials be sufficient, or do you need to find supplementary materials?
- What type of instructional and/or management support will you provide to each group?

2. For each group, determine appropriate **assessments** to measure student success.

How will you know when students are ready to move to a different group or on to a new topic or standard?

What strategies or tools can you use to determine student readiness?

Options may include:

- Supplementary assessment tools like MAP® Skills™ or MAP Growth K-2
- Assessments in your curriculum materials
- Your own formative assessment practice
- Observation or discussion



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Your ideas

What ideas do you have about resources for instruction? What additional materials are available?

Your resource ideas:

To remember

What do you want to remember about the process of using MAP Growth data to create flexible groups and responsive lesson plans?

What to remember:



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Reflection



What new insights about your students can you glean from your MAP Growth reports?

Lead learner considerations



What are the main points from this section that you need to share with others? What do you want to learn more about or practice before you share?

Main points:

What resources could you use (e.g., PowerPoint® slides, learning guide pages, websites)?

Resources:



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Student Growth Goals



Use MAP Growth
data and resources
to develop academic
learning goals

Accurately
communicate
assessment results
to stakeholders



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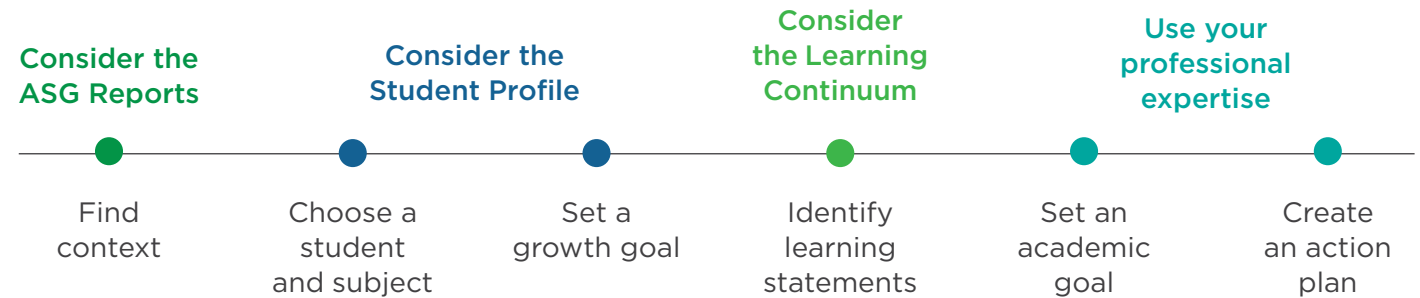
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The goal-setting process

MAP Growth reports and resources complement your professional expertise to help you set appropriate student goals and create actionable plans to support your students in achieving those goals. As you consider each student, verify goals and action plans by using other data sources.



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Look at projected growth

Access the [MAP Growth Reports Portfolio](#) or use your own report.

Use the *Achievement Status and Growth (ASG) Projection* report and NWEA normative data to fill in the table and answer the questions below it.

Student with the highest RIT score	First-term RIT score	Projected growth	Second-term projected RIT
Student with the lowest RIT score			



How do the scores for these students compare with the mean RIT score for their grade level?

What do you notice about the projected growth for the highest and lowest students?

Discussion notes:

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Consider implications

How would you discuss projected growth with your students? What conversations would you have with these two students in the goal-setting and monitoring process?

Conversation ideas:

What are some approaches you might take to address different growth projections in your classroom? How might different growth projections affect your instruction?

Instructional implications:



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Look at actual growth

Access the [MAP Growth Reports Portfolio](#).

Use the *Achievement Status and Growth (ASG) Summary* report to fill in the table and answer the questions below it. Keep working with the students you used on p. 28.

	Second-term RIT score	Met projected growth?	Conditional growth percentile
Student with the highest RIT score		Yes No	
Student with the lowest RIT score		Yes No	

What is the percentage of students who met or exceeded their projected RIT? What number of students does that percentage represent?

Percentage:

Number:

How would you talk with students about met or unmet growth projections?

Conversation ideas:

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Visualize achievement and growth

Access the [MAP Growth Reports Portfolio](#).



For a richer experience, log in to the [MAP reports site](#).

1. Explore the *ASG Summary with Quadrant Chart*, which includes a dynamic chart and table.
2. Once you have the report on your screen, select the boxes to show:
 - student names
 - quadrant colors
 - the subject you have been looking at on the last few pages
3. In the chart, find the students you have been working with on the last few pages.
4. Consider:
 - What does this report tell you about the two students in terms of their achievement and growth?
 - What does the report tell you about the class as a whole?
 - What else do you notice?

Notes:

A large, empty rectangular area with a light blue background, intended for taking notes.

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Discussion notes:



When setting a class- or grade-level goal for the percentage of students who will meet or exceed their projected RIT, what is reasonable?

In the ASG reports you explored, how many weeks of instruction were used to determine growth? Are the number of weeks appropriate for your district, or do they need adjustment*?

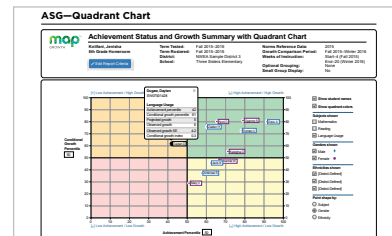


***Note:** To try hypothetical growth scenarios using different weeks of instruction, explore the [ASG calculator](#).

ASG reports: key ideas and possible uses



What data do the ASG reports provide? How will you use the data?



Notes for your Essential Reports chart:

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Student Profile Report

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Explore the report

Access the [MAP Growth Reports Portfolio](#).

- ➞ For a richer experience, log in to the [MAP reports site](#) and explore the features of the *Student Profile*.
- What do you notice?
 - What can you do with this report?
 - What does it tell you about a student?



Confirm your understanding and discuss your questions with a colleague.



Explore [Student Profile Help](#) to learn more about the report.

Observations:

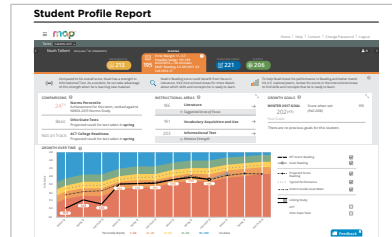
Area for observations.

Student Profile report: key ideas and possible uses



What data does the *Student Profile* report provide? How will you use the data?

Notes for your Essential Reports chart:



Area for notes for your Essential Reports chart.



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Find your starting point

1. Choose a student.
Think about your class of students. Who is a good candidate for the goal-setting process?
2. Choose a subject.
Optional: Consider using the *ASG* reports to identify a student and subject.
3. Identify the RIT score.
Using the *Student Profile* report, find your student's RIT score in the subject you chose.
4. Consider context.
Use the **Comparisons** module in the *Student Profile* report to see growth and achievement measures and projected results for the ACT, SAT, and state tests. Expand the module for deeper insights and to explore college and career readiness projections.

What else do you know about this student that you should consider?

Student:

Subject:

RIT score:

Notes about context:

Considerations:



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Set a growth goal

1. Expand the **Growth Goals module** in the *Student Profile* report.
2. Determine the right kind of goal to set for this student.
3. Select the most recent term and the term for which you will set the goal. See what happens when you adjust the goal.
4. Select **Set Goal** to save your goal.

Note: As you customize your goal for catch-up or move-up growth, continue to reference the adjusted growth percentile to help you determine if the custom goal is reasonable.

Catch-up goal

Consider setting a growth goal higher than the growth projection to improve the achievement level for a student who is demonstrating low or below-average achievement.



Keep-up goal

Consider using the growth projection for goal setting to maintain an average or above-average achievement level.



Move-up goal

Consider setting a growth goal that is just slightly higher than the growth projection to improve the achievement level for a student who is already demonstrating average to high achievement.



Note: Moving to the next proficiency level may take longer than an academic year.



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Set an academic goal

1. Choose an instructional area of focus.

Close the **Growth Goals** module to return to the default screen for your selected student.

Notice whether your student has a suggested area of focus for your chosen subject. If there is more than one, you may want to think about which area might be the biggest catalyst for growth.

Alternatively, is there a particular instructional area that you will be teaching soon? What is your student's RIT score in that instructional area?

Instructional area of focus:

Student's RIT score in that instructional area:

2. Identify a topic within your instructional area as a focus for your student.

Expand the **Instructional Areas** module in the *Student Profile* report to access the learning statements for this student. You may need to adjust the filters to see learning statements that are associated with grade levels above or below the student's grade level.

Consider upcoming lesson plans or particular topics that challenge or motivate this student.

Topic of focus for the student (e.g., equivalent fractions):

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Set an academic goal, continued

3. Filter the learning statements to find those that represent what your student is ready to develop, based on his or her RIT score, in your selected topic.

Select two to three learning statements for the student to focus on.

Learning statements:

4. Write an academic goal, keeping the characteristics of a SMART (specific, measurable, attainable, relevant, and timely) goal in mind.

Example: Alicia will convert between mixed numbers and improper fractions and fractions with denominators of 10 and 100 with 90% accuracy as shown on classwork, homework, and unit tests during the next three weeks.

Academic goal:

Note: Because MAP Growth is given only two to three times per year, a series of these goals may be necessary to show growth in the subject area between testing terms.

» Continue on the [next page](#).



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Student Growth Goals

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Student Profile Report

Goal Setting with Students

Where are you now?

Where do you want to be?

How will you get there?

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Create an action plan

Create an action plan to support the academic goal by considering logistical questions.

What resources are necessary to support your student (e.g., people, time, materials)?

Resources:

What assessment tools or practices will you use for progress monitoring?

Assessment tools:

When will you check for progress?

When you'll check:

What evidence will indicate success?

Evidence of success:

How will you involve the student and parents?

Ideas for involvement:

Note: You can also record this information in the **Action Plan** field in the **Growth Goals** module of the *Student Profile* report.

Adjust the academic goal and action plan at determined check-in points.



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Where do you want to be?

How will you get there?

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Reflection



How will you use your understanding of growth to set reasonable goals with your students?

Lead learner considerations



What are the **main points** from this section that you need to share with others? What do you want to learn more about or practice before you share?

Main points:

What **resources** could you use (e.g., PowerPoint slides, learning guide pages, websites)?

Resources:

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Student goal-setting conferences

Watch the videos: [Goal Setting with Brenton](#) and [Goal Setting with Abbie](#).

What did you see and hear that illustrates how the teacher creates a data-centric culture in the classroom? What did the teacher do to engage students in the goal-setting process?

Observations:



How can you apply key points from the videos in your classroom?

» Continue on the [next page](#).



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Talking with students

Consider the information available in the *Student Profile* report.

What three points about your students' results might you discuss with them?

Three points:

What could you do and say to involve students in discussing their growth and action plans with their parents/guardians?

Ideas:



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Talking with parents

Consider the information available in the *Student Profile* report.

What three points might you discuss with parents/guardians?

How would you answer these questions from the student's parents?

- Has my child's score gone up?
- Is my child performing at grade level?
- Based on these scores, how and what will you teach my child in class?
- What do the percentiles mean?

Notes:



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How will you share MAP Growth data with students and parents?

Lead learner considerations



What are the **main points** from this section that you need to share with others? What do you want to learn more about or practice before you share?

Main points:

What **resources** could you use (e.g., PowerPoint slides, learning guide pages, websites)?

Resources:



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Reflection and Planning



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Reflection and Planning

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Note to self

Dear me,

Throughout this workshop, I spent time reflecting on what I learned and thinking about how that learning might influence my teaching after today. Here is a summary of my reflections:

We spent some time today reviewing MAP Growth reports that identify my students' strengths and needs, so that I can help them meet their learning goals.

Here's how I'll apply what I've learned:

We also investigated reports that focused on student growth and achievement, and we learned how to use the *Student Profile* report to set reasonable goals with students.

Here's how I'll use reports to set goals with students:

Note: Feel free to modify, prioritize, or add to your original thoughts so that they'll best support you in your continued work.

» Continue on the [next page](#).



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Note to self, continued

We then considered which data points we might share with students and parents, and we brainstormed how we might talk about the data.

How I'll share MAP Growth data with students and parents:

For participants in Essential Reports for Primary Teachers:

How I'll use MAP Growth K-2 reports:

Sincerely,
me



To print your Note to Self, select pp. 45–46.






















































» Revisit your reports notes. Go to your [Essential Reports chart](#).

» Plan your next steps. Go to [Planning Forward](#).



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Learning Continuum Class View

Learning Continuum: Class View		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
  		
 		





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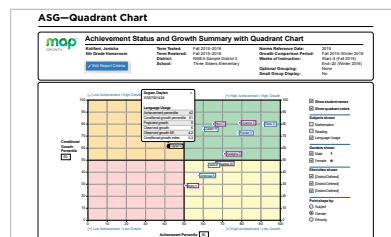
Planning Forward

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ASG reports



Student Profile report



Additional report resources



To keep learning about these reports and others, explore [video tutorials](#).

Other resources you may want to explore:



To print your Essential Reports Chart, select pp. 47–48.





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02 Relating Scores to Skills



Employ metrics to influence instruction

Main points:

Resources:

» Continue on the [next page](#).



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03 Student Growth Goals



Use MAP Growth data and resources to develop academic learning goals

Main points:

Resources:

Accurately communicate assessment results to stakeholders

Main points:

Resources:

« Which reports will you share with colleagues? Go back to your [Essential Reports Chart](#).

» Plan your next steps. Go to [Planning Forward](#).



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What?

What will you do with the information you learned today?

How?

How will you implement your plan?

Who?

Who will be involved?

When?

When will you try it?

To help complete your plan, you may want to revisit the notes you captured on other pages.

« Go back to your [Essential Reports Chart](#).

Go back to [Revisiting Today's Learning](#).

Go back to [Lead Learner Reflection](#), if applicable.



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Directions

« Go back to [Monitor Your Learning](#) to revisit the questions you had at the beginning of the workshop.

For each learning target, consider:

- Where do you want to be in relation to the learning target?
- Where are you now?
- What learning focus from today's session would help you address the gap between what you currently know and do, and what you want to know and do?

Employ metrics to influence instruction



Where you want to be:

Where you are now:

Learning focus:

» Continue your Personal Action Plan on the [next page](#).



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Use MAP Growth data and resources to develop academic learning goals



Where you want to be:

Where you are now:

Learning focus:

Accurately communicate assessment results to stakeholders



Where you want to be:

Where you are now:

Learning focus:

» Continue your Personal Action Plan on the [next page](#).



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Next steps

Define two or three actions that you can accomplish in the next four to six weeks.

- How would you like to continue your own learning related to the big ideas from the learning session?
- What possibilities do you see now that perhaps weren't as obvious before?
- What changes/adjustments will you make to your own practice, and why?

Notes:



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Access workshop resources

Find today's workshop materials and resources in NWEA Professional Learning Online.

➞ Have a Professional Learning Online login? Go directly to the course:
[Applying Reports: Resources](#).

Don't have a login? Visit [Professional Learning Online](#) and follow the directions to create your account.

Having trouble logging in? Check out the [User Guide](#).

Further your instructional practice

Support your professional growth through self-paced learning, or engage and collaborate with a community of fellow practitioners.

🔗 Access [Professional Learning Online Courses](#) for valuable resources and eLearning.

Join the [Professional Learning Online Community](#) and visit the [MAP Growth space](#). Submit your questions to our expert consultants and participate in current discussions with other educators.

Explore the education blog and connect with NWEA

Discover more about assessment—and the research, policy, and practice that supports it—from NWEA experts and partners.

🔗 Visit the [Teach. Learn. Grow. blog](#).



05

Essential
Reports
for Primary
Teachers



Employ metrics to
influence instruction



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Essential Reports for Primary Teachers




MAP Growth K-2 Resources

Integration Worksheet

Reflect

Monitor Progress

Resource list

- Resource 1:**  Explore [Primary Grades Test Selection Quick Reference](#).
- Resource 2:**  Log in to the [MAP reports site](#) and view MAP Growth K-2 reports.
- Resource 3:**  Explore the MAP Growth Applying Reports Activities for the [Class report](#) and the [Achievement Status and Growth \(ASG\) reports](#).

Directions

Break into three groups. Explore resources based on your group's focus.

Group A—Screening tests: Explore resources 1 and 2.

Group B—Skills Checklist: Explore resources 1 and 2.

Group C—MAP Growth K-2: Explore resources 1 and 2.
If time permits, also explore resource 3.



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Essential Reports for Primary Teachers

MAP Growth K-2
Resources

Integration Worksheet

Test Information

Report Information

Application

Reflect

Monitor Progress

Expert group guiding questions

	A. Screening	B. Skills Checklist	C. MAP Growth K-2
1. How does this test type function? Does it adapt?			
2. What tests are available?			
3. Do scores give you instructional level or diagnostic information?	Instructional level Diagnostic	Instructional level Diagnostic	Instructional level Diagnostic
4. What are the testing intervals?			
5. What else is important to know?			

» Continue on the [next page](#).



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Essential Reports for
Primary Teachers

MAP Growth K-2
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Integration Worksheet

Test Information

Report Information

Application

Reflect

Monitor Progress



Expert group guiding questions, continued

	A. Screening	B. Skills Checklist	C. MAP Growth K-2
6. What are the critical data points for each essential report?			

» Continue on the [next page](#).

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Essential Reports for
Primary Teachers

MAP Growth K-2
Resources

Integration Worksheet

Test Information
Report Information

Application

Reflect
Monitor Progress

Expert group guiding questions, continued

	A. Screening	B. Skills Checklist	C. MAP Growth K-2
7. What are the purposes for the assessment at our grade level?			
8. How does the assessment fit within our assessment system?			
9. How will the assessment data affect planning and instruction?			





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Essential Reports for Primary Teachers

MAP Growth K-2
Resources

Integration Worksheet

Reflect

Monitor Progress

Reflection

How will you use the various assessment tools in the MAP Growth K-2 system?

Relating Scores to Skills

For the next portion of today's session, jump to [Section 02](#). Here you'll explore *Class Breakdown* reports, the *Learning Continuum*, and the Data-to-Instruction process for lesson planning.



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Essential Reports for Primary Teachers

MAP Growth K-2
Resources

Integration Worksheet

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Monitor Progress

MAP Growth K-2 Skills Checklist

The Skills Checklist and Screening assessments provide diagnostic data on students' attainment of specific skill areas.

- 🕒 Revisit the [Primary Grades Test Selection Quick Reference](#) document. Investigate skill areas and progressions that connect to your lesson.

Based on the lesson you designed in the Data-to-Instruction process, which Skills Checklist tests will you administer? To which students?

Skills Checklist tests:

Students for Skills Checklist tests:

Do you see any students who scored at or above 80% attainment (green)? Below 40% attainment (red)?

Yes, students at or above 80%

Yes, students below 40%

How will you meet the different needs of these students?

Ideas for meeting students' needs:

« Capture your ideas and what you've learned so far in [Data-to-Instruction Process: Notes](#).



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June 2018

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Measuring What Matters