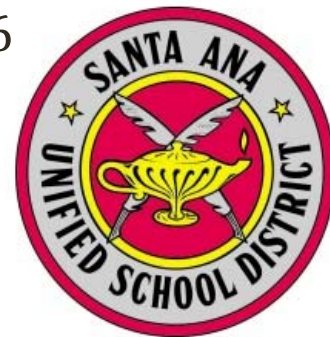


Medidas de Progreso Académico (*MAP*) – Una guía para padres

Preparado por Estudios y Evaluación,
Distrito Escolar Unificado de Santa Ana
Presentado al CCD y CCAID, 28 de noviembre 2016
Emily Wolk, Ph.D.



Measures of Academic Progress (MAP) – A Guide for Parents

Prepared by Research and Evaluation,

Santa Ana Unified School District

Presented to DAC/DELAC, November 28, 2016

Emily Wolk, Ph.D.



¿Qué nos dice esto acerca de cómo van estos dos alumnos?

Evaluación Sumativa
(Genérico)

Advanced
Avanzado

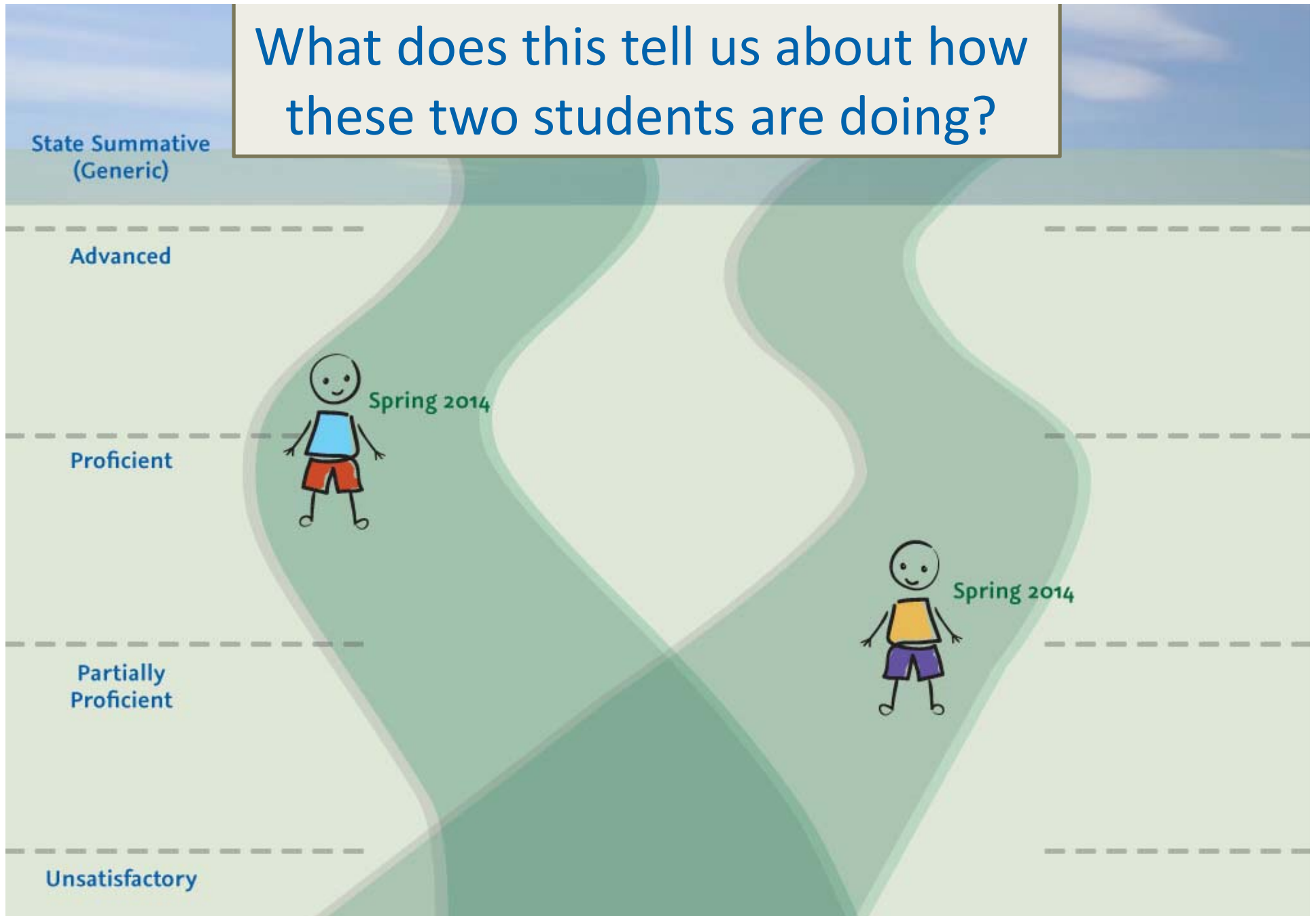
Proficient
Competente

Partially
Proficient
Competente

Unsatisfactory
Insatisfactorio



What does this tell us about how these two students are doing?



Ahora, ¿qué nos dice esto acerca de cómo van estos dos alumnos? ¿Cómo afecta su manera de pensar esta información adicional?

Evaluación Sumativa
(Genérico)

MAP RIT Scale

250

120

Un cambio de paradigma de un modelo de estatus a uno de crecimiento

Advanced
Avanzado

Proficient
Competente

Partially
Proficient
Competente

Unsatisfactory
Insatisfactorio



Primavera 2014
Spring 2014



Fall 2013
Otoño 2013

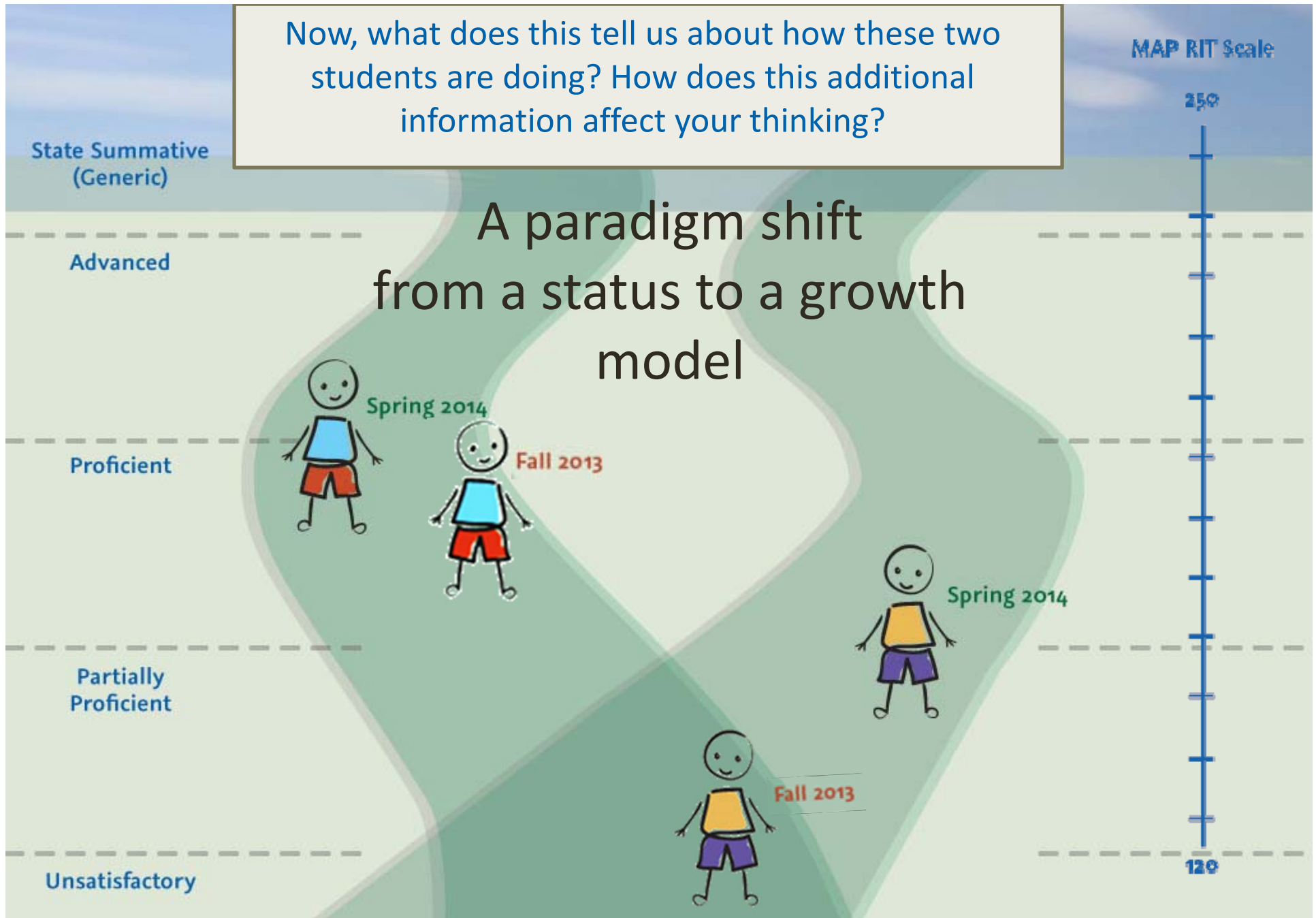


Primavera 2014
Spring 2014



Fall 2013
Otoño 2013

Now, what does this tell us about how these two students are doing? How does this additional information affect your thinking?



¿Qué es *MAP*?

1. Prueba computarizada y adaptiva que mide el crecimiento académico (en lectura y matemáticas)
2. La dificultad de la prueba se ajusta de acuerdo al desempeño del alumno, a medida que progresa a través de la prueba
3. Es individualizada y única para cada alumno/a
4. Las pruebas NO tienen límite de tiempo, y otorgan a los alumnos todo el tiempo que necesiten para terminar cada prueba (El tiempo PROMEDIO que se toma para terminar cada prueba son 50 minutos)
5. Una prueba continua con contenido que cubre desde el kínder hasta la preparatoria
6. La prueba está diseñada para informar a los maestros sobre dónde van bien y dónde tienen retos los alumnos (se usan los resultados para informar la enseñanza en el salón de clases)

What is MAP?

1. Computerized and adaptive test that measures academic growth (in reading and math)
2. Difficulty of the test changes based on student performance as they progress through the test
3. Individualized and unique for each student
4. Tests NOT timed and students are given as much time as needed to complete each test (AVERAGE time to complete each test is 50 minutes)
5. A continuous test with content covering Kindergarten through High School
6. Test is designed to let teachers know where students strengths and challenges are (Results used to inform instruction in the classroom)

¿Quién toma *MAP* y cuándo?

Lectura – Alumnos en grados 4º-10º (grados TK-3º, 11º y 12º es opcional por escuela)

- Otoño – Agosto a Septiembre
- Invierno – Enero a Febrero
- Primavera – Mayo a Junio

Matemáticas – Alumnos en grados TK-10º (grados 11º y 12º es opcional por escuela)

- Otoño – Agosto a Septiembre
- Invierno – Enero a Febrero
- Primavera – Mayo a Junio

Who takes MAP and when?

Reading – Students in 4th-10th (grades TK-3rd, 11th and 12th optional by school site)

- Fall – August through September
- Winter – January through February
- Spring – May through June

Mathematics – Students in TK-10th (grades 11th and 12th optional by school site)

- Fall – August through September
- Winter – January through February
- Spring – May through June

Muestra de pregunta de lectura

Reading Test	...	Name: Jean Brooks (4) ID: 564	Question: 1 [Item 10046940]
Lea el párrafo			
Clare estaba poniendo obras de arte en el tablón de anuncios en su cuarto cuando su caja de tachuelas se cayó de su escritorio. Las tachuelas afiladas cayeron por la alfombra. Claire paró su trabajo de poner sus obras de arte, cuidadosamente se arrodilló en el suelo, y recogió todas las tachuelas.			
¿Porqué Claire paró de poner las obras de arte?			
☐ 1. su mama la llamó a cenar ☐ 2. habia completado su trabajo de poner las obras de arte ☐ 3. la caja de tachuelas se cayo de su escritorio ☐ 4. llego el tiempo de irse para la escuela			
			▪ Lea el pasaje y seleccione la mejor respuesta. ▪ Pulse el botón Go on.
Go on			

Sample Reading Question

Reading Test	...	Name: Jean Brooks (4) ID: 564	Question: 1 [Item 10046940]
Read the paragraph.			
Claire was putting up artwork on the bulletin board in her room when her box of thumb tacks fell off her desk. The sharp tacks tumbled all over her bedroom rug. Claire stopped putting up her artwork, carefully knelt on the floor, and picked up all the tacks.			
Why did Claire stop putting up artwork?			
☐ 1. her mother called her to dinner ☐ 2. she was finished putting up her artwork ☐ 3. the box of thumb tacks fell off her desk ☐ 4. it was time to go to school			
			▪ Read the passage and select the best answer. ▪ Click the Go on button.
Go on			

Muestra de pregunta de Matemáticas

Math Test ... Name: Jean Brooks (4) ID: 564 Question: 1 [Item 30006680]

El zoológico tiene 54 loros. El cuidador de zoológico desea poner 9 loros en cada jaula. ¿Cuántas jaulas necesitará el cuidador?

☐ A. 3
☐ B. 4
☐ C. 6
☐ D. 7
☐ E. 9

Trabaje el problema en su hoja en blanco.
Seleccione la mejor respuesta.
Pulse el botón **Go on**.

Go on

Sample Math Question

Math Test ... Name: Jean Brooks (4) ID: 564 Question: 1 [Item 30006680]

The zoo has 54 parrots. The zookeeper wants to put 9 parrots in each cage.

How many cages will the zookeeper need?

☐ A. 3

☐ B. 4

☐ C. 6

☐ D. 7

☐ E. 9

Work the problem on your scratch paper.

Click on the best answer.

Click the [Go on](#) button.

Go on

Pantalla del reporte al final de la prueba: Información instantánea

Congratulations, you finished the test.

Measurement Scale: Reading	
Overall Score: 227	
Lexile® Range: 981 - 1131	
Goal Name:	Literature
Goal Score:	224
Goal Range:	218 - 230
Goal Name:	Informational Text
Goal Score:	223
Goal Range:	217 - 229
Goal Name:	Vocabulary Acquisition and Use
Goal Score:	232
Goal Range:	226 - 238

The total test time was: 00:36:17

Date: September 22, 2014 **Test Name:** MAP: Reading 6+ CA 2010 (CCSS) V2

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

End of Test Screen Report: Instant Feedback

Congratulations, you finished the test.

Measurement Scale: Reading	
Overall Score: 227	
Lexile® Range: 981 - 1131	
Goal Name:	Literature
Goal Score:	224
Goal Range:	218 - 230
Goal Name:	Informational Text
Goal Score:	223
Goal Range:	217 - 229
Goal Name:	Vocabulary Acquisition and Use
Goal Score:	232
Goal Range:	226 - 238

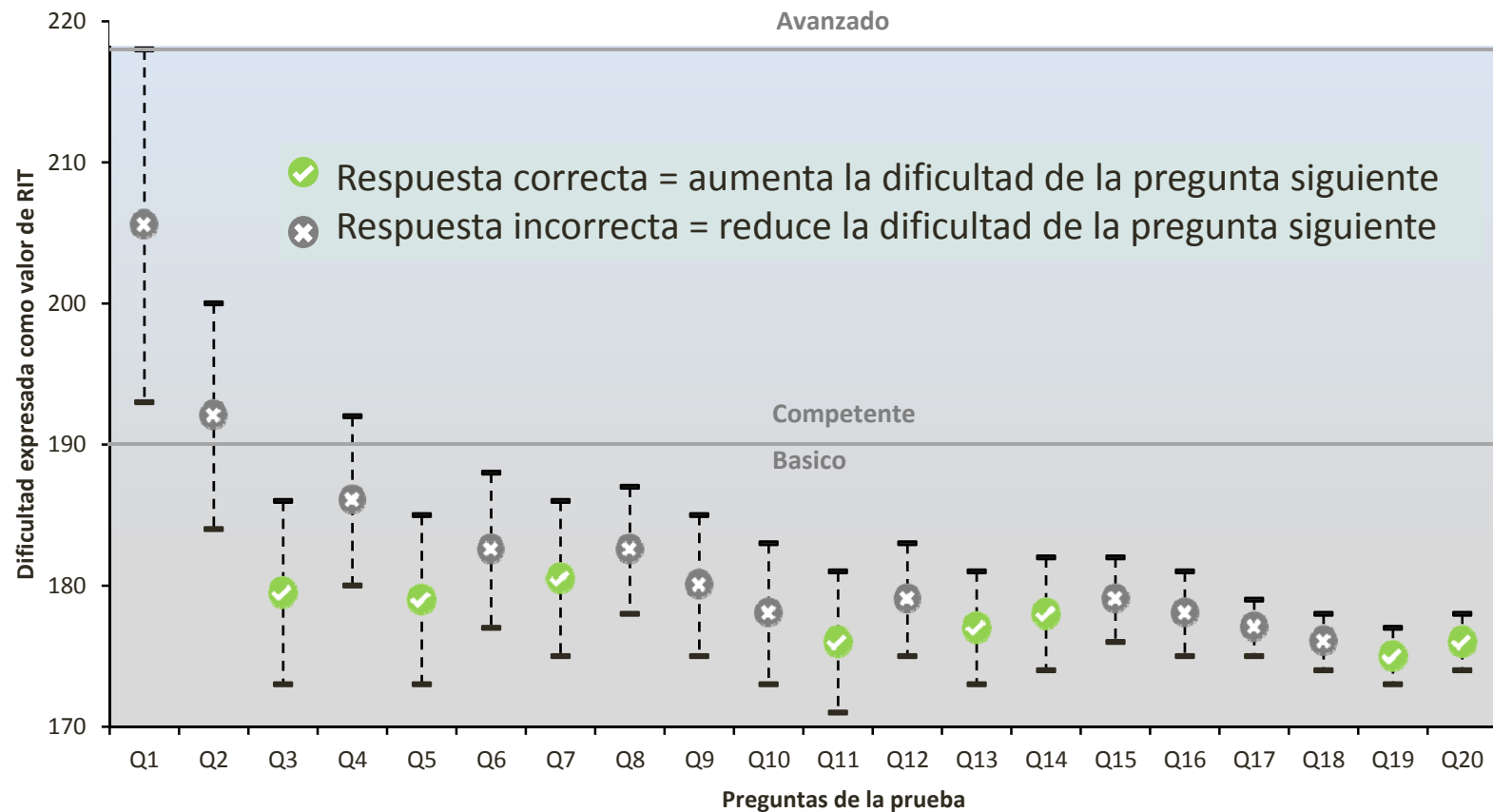
The total test time was: 00:36:17
Date: September 22, 2014 Test Name: MAP: Reading 6+ CA 2010
(CCSS) V2

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

Evaluación adaptativa

Alumnos de bajo desempeño

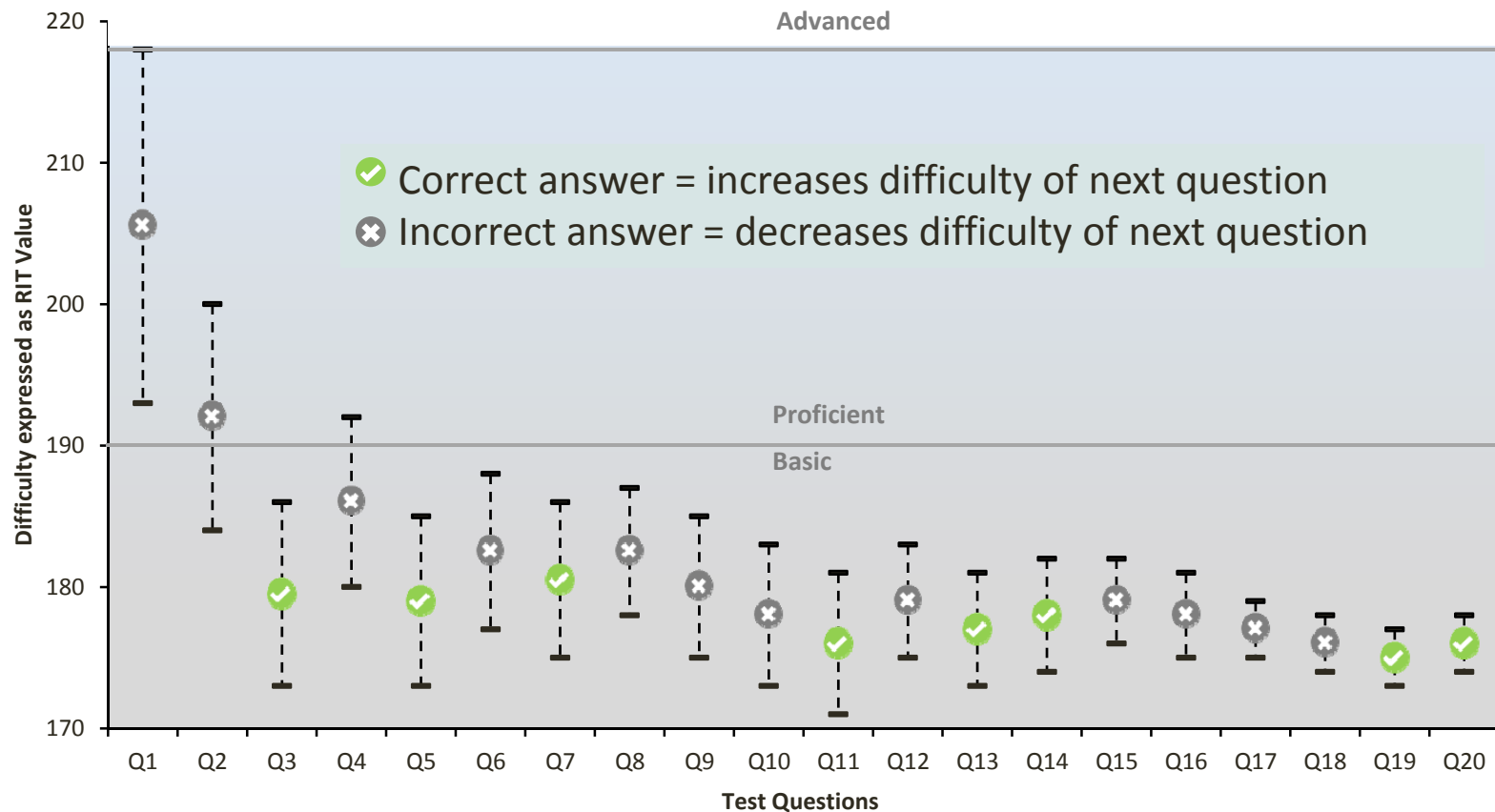
Punto de datos más rico...¿dónde aciertas el 50% del tiempo?



Adaptive Assessment

Lower Achiever example

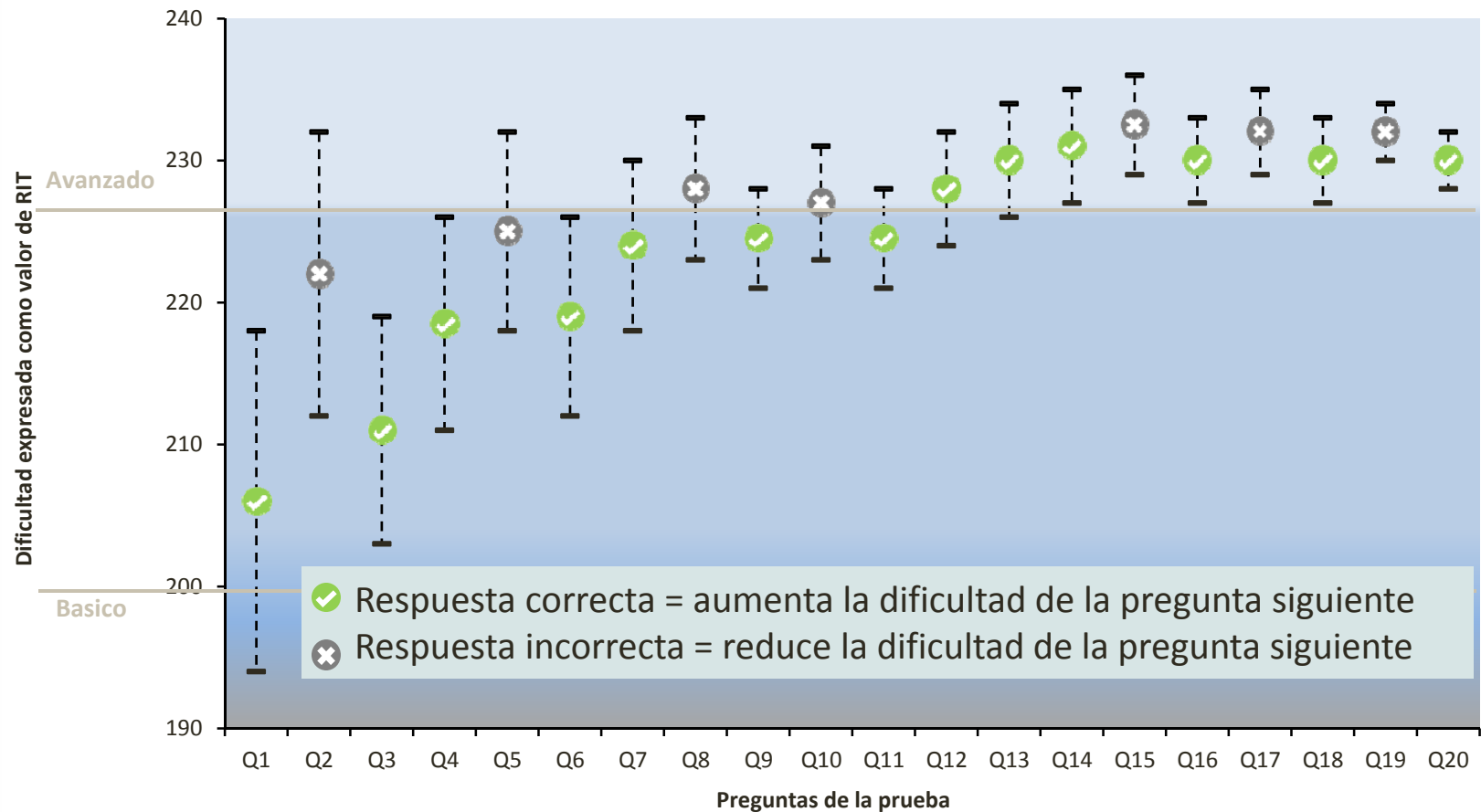
Richest point of data...where are students getting questions correct 50% of the time?



Evaluación adaptativa

Alumnos de alto desempeño

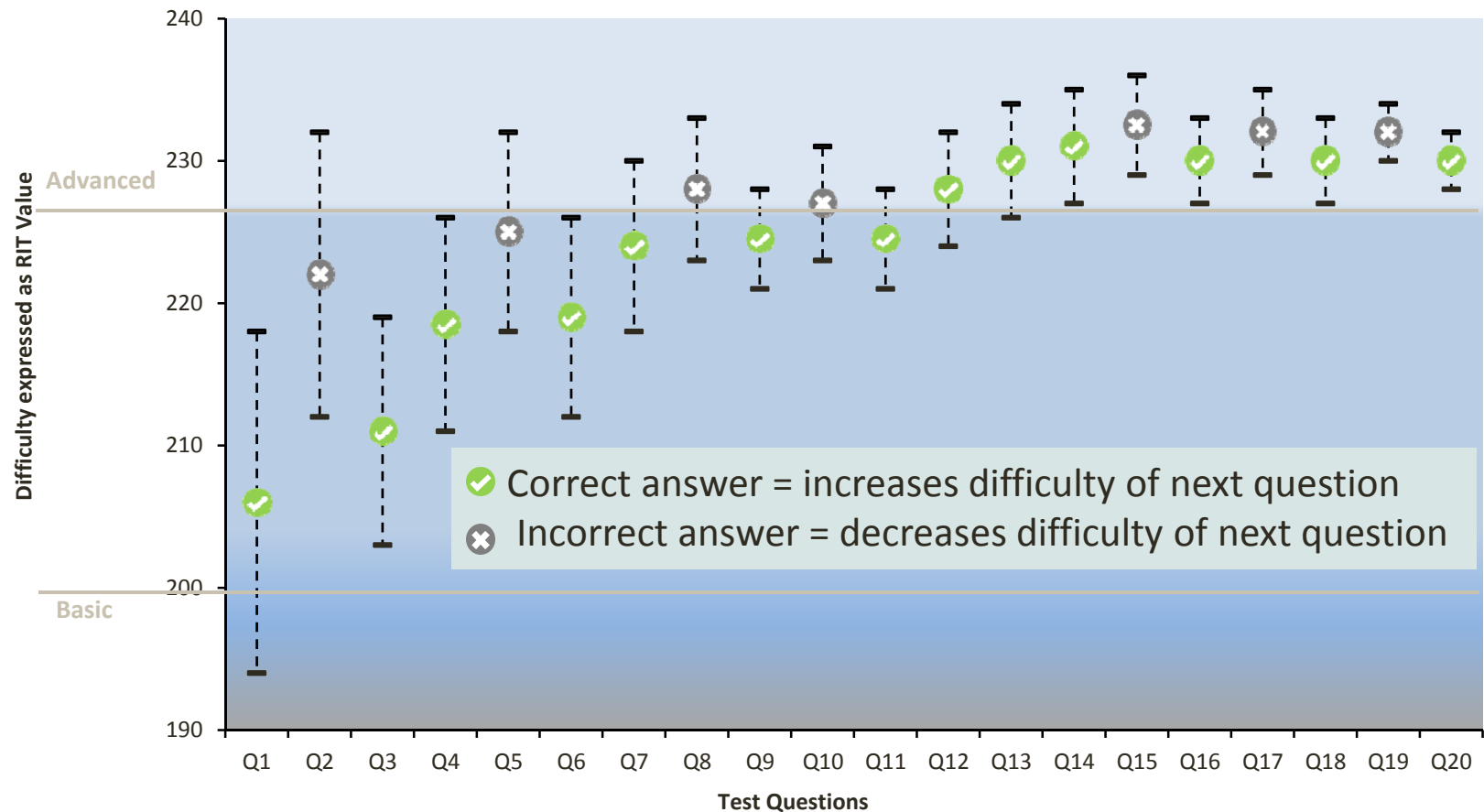
Punto de datos más rico...donde aciertas el 50% del tiempo?



Adaptive Assessment

Higher Achiever example

Richest point of data...where are students getting questions correct 50% of the time?



Escala *RIT* (Rasch Unit)

Dificultad del ítem (*RIT*)

230
220
210
200
190
180
170
160



La escala *RIT* es una de las escalas de aprovechamiento **que se usan más ampliamente**.
(más de 8 millones de alumnos en EE. UU. y más de 400,000 alumnos internacionales toman *MAP*)

La escala *RIT* como una cinta métrica

- ✓ Escala de aprovechamiento de intervalo por igual
- ✓ Diseñada específicamente para medir crecimiento longitudinal
- ✓ Independiente de grados y estándares
- ✓ Virtualmente no cambios en escala *RIT* de NWEA por más de dos décadas

RIT (Rasch Unit) Scale

Item Difficulty (RIT)

230
220
210
200
190
180
170
160



The RIT scale is one of **most widely used** achievement scales. (8+ million U.S. and over 400,000 international students take MAP)

The RIT Scale as
a yardstick.

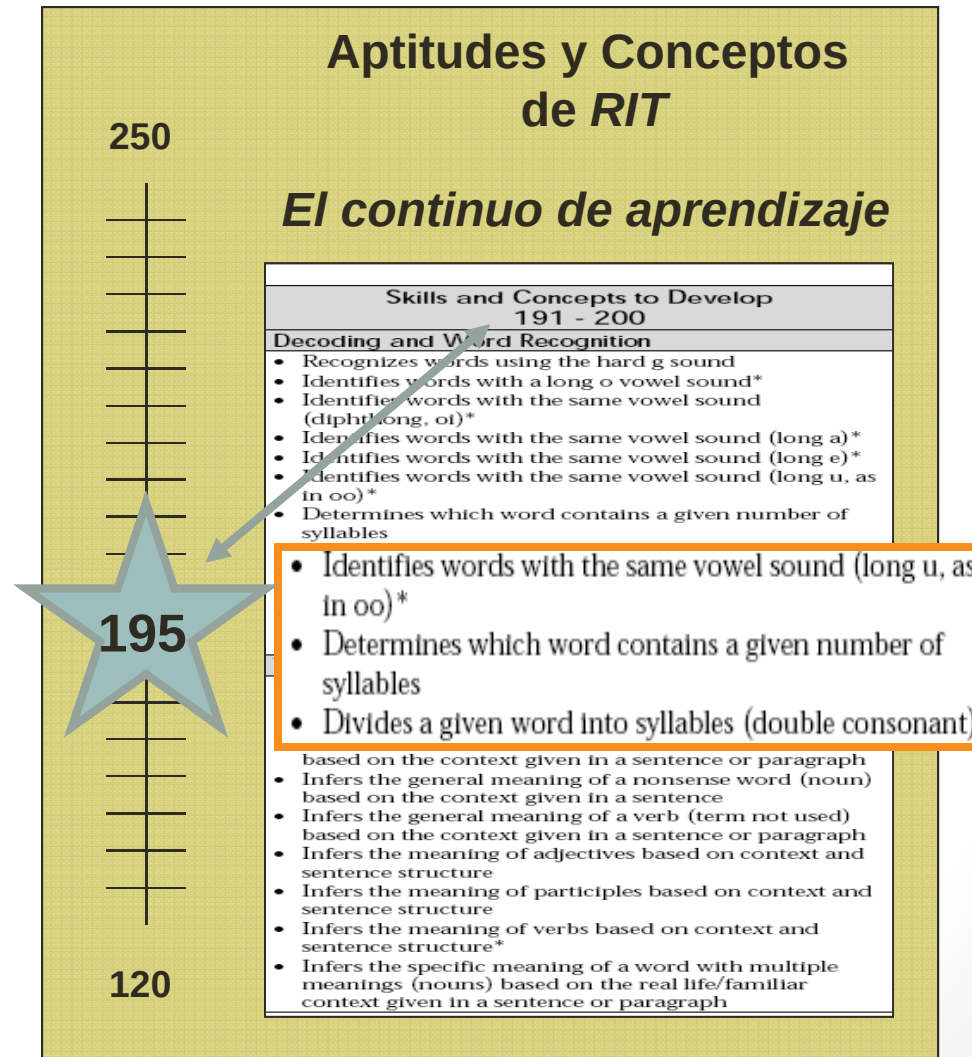
- ✓ Equal interval achievement scale
- ✓ Specifically designed to measure longitudinal growth
- ✓ Grade and standards independent
- ✓ Virtually no shift in NWEA RIT scale for more than two decades

Ready for Instruction Today (Listos para la enseñanza hoy)

*Ready for
Instruction
Today*

(Listos para la
enseñanza hoy)

Escala *RIT* (de
Rasch Unit)

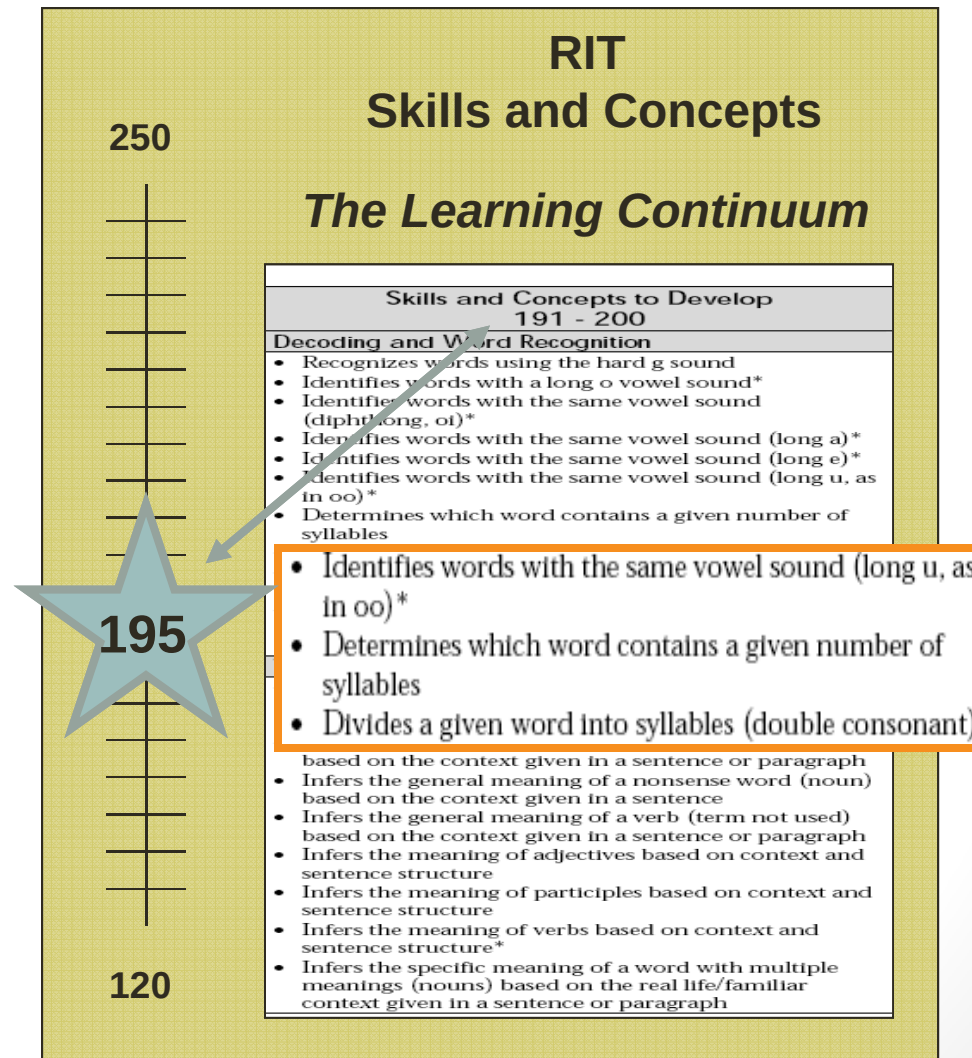


Ready for Instruction Today

Ready for
Instruction
Today

Technically...

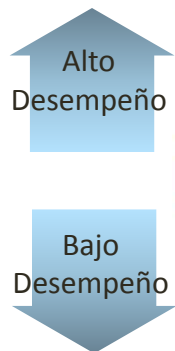
RIT = Rasch Unit



Datos comparativos:

Brinda contexto a los datos

Normas por grado – Rendimiento típico de 50%



MATEMATICAS														
		K	1	2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3)	Spring				204	217	229	230	235	242				52-72
CCR (ACT $\geq$ 22)	Spring						226	232	238	243	246			61-74
CCR (ACT $\geq$ 24)	Spring						230	237	243	248	252			70-83
NWEA	Fall	165	184	199	212	225	236	243	250	256	260	262	266	95
NWEA	Fall	155	175	190	203	216	226	233	239	244	248	250	253	84
NWEA	Fall	148	169	183	197	209	219	225	231	235	239	240	243	69
NWEA Median	Fall	140	162	177	190	202	211	218	223	226	230	230	233	50
NWEA	Fall	133	156	170	184	195	204	210	214	217	221	220	223	31
NWEA	Fall	125	150	164	177	188	197	202	206	209	212	211	213	16
NWEA	Fall	118	143	157	171	182	190	195	198	200	204	201	204	7

Comparative Data:

Bringing Context to the Data

Grade-level norms – Typical performance 50%



MATHEMATICS														
		K	1	2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3)	Spring				204	217	229	230	235	242				52-72
CCR (ACT ≥ 22)	Spring						226	232	238	243	246			61-74
CCR (ACT ≥ 24)	Spring						230	237	243	248	252			70-83
NWEA	Fall	165	184	199	212	225	236	243	250	256	260	262	266	95
NWEA	Fall	155	175	190	203	216	226	233	239	244	248	250	253	84
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NWEA Median	Fall	140	162	177	190	202	211	218	223	226	230	230	233	50
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Datos comparativos :

Brinda contexto a los datos

Normas por grado – Rendimiento típico de 50%

Alto
Desempeño

Bajo
Desempeño

LECTURA														
		K	1	2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3)	Spring				202	209	214	218	222	225				56-62
CCR (ACT ≥ 22)	Spring						215	220	224	227	230			59-69
CCR (ACT ≥ 24)	Spring						218	223	227	230	233			66-75
NWEA	Fall	163	182	200	214	224	231	236	240	243	246	248	250	95
NWEA	Fall	155	174	190	204	214	221	226	230	233	236	237	239	84
NWEA	Fall	148	167	182	196	206	213	218	222	225	228	229	231	69
NWEA Median	Fall	141	161	175	188	198	206	211	214	217	220	220	223	50
NWEA	Fall	134	154	167	180	190	198	204	207	209	212	212	214	31
NWEA	Fall	128	148	159	173	183	191	196	199	202	205	204	206	16
NWEA	Fall	121	141	152	165	175	183	189	192	194	197	196	198	7

Comparative Data:

Bringing Context to the Data

Grade-level norms – Typical performance 50%



READING														
		K	1	2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3)	Spring				202	209	214	218	222	225				56-62
CCR (ACT ≥ 22)	Spring						215	220	224	227	230			59-69
CCR (ACT ≥ 24)	Spring						218	223	227	230	233			66-75
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Explorador de Colegios y Universidades de NWEA MAP

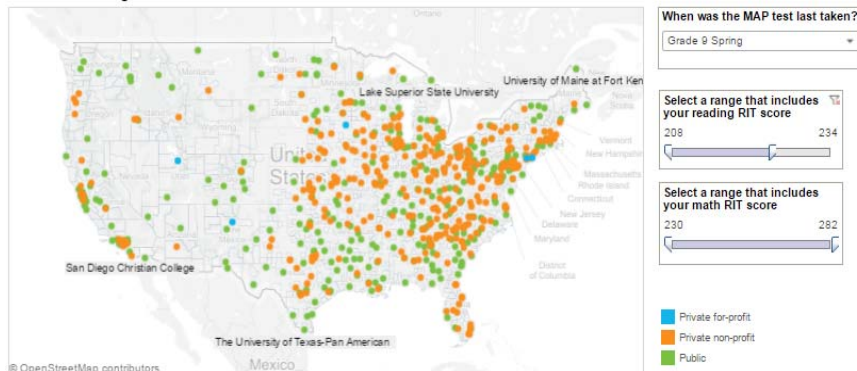
Use your MAP score to explore colleges and universities



Interested in learning which colleges might be a good fit for you?

Select the grade and term when you last took Measures of Academic Progress® (MAP®). Then set the RIT score sliders to a range that includes your most recent MAP reading and math scores. After you've made your selections, check the map to see the colleges in which your scores are likely to be near the median scores of students admitted to these schools. Based on your score, you may have a good chance of getting into these schools.

Click on a college to learn more about that school.



Academic Profile

Percent of applicants who were admitted

Percent of first year students returning for second year

Percent of students completing degree in six years or less.

Typical majors

Click on a college to learn more about that school.



Academic Profile

California State University-Monterey B.. www.csUMB.edu

Percent of applicants who were admitted 44%

Percent of first year students returning for second year 81%

Percent of students completing degree in six years or less. 38%

Typical majors

English	Engineering	Business	Physical Sciences	Psychology	Computer Science	Mathematics
0.0%	0.0%	17.6%	0.0%	11.9%	2.8%	1.4%

On track RIT score

Math RIT	244	ACT	English	Math	SAT	Verbal	Math
Reading RIT	228	25th Percentile	16	17	25th Percentile	430	430
		Median	20	21	Median	485	485
		75th percentile	23	24	75th Percentile	540	540

NWEA MAP College and University Explorer

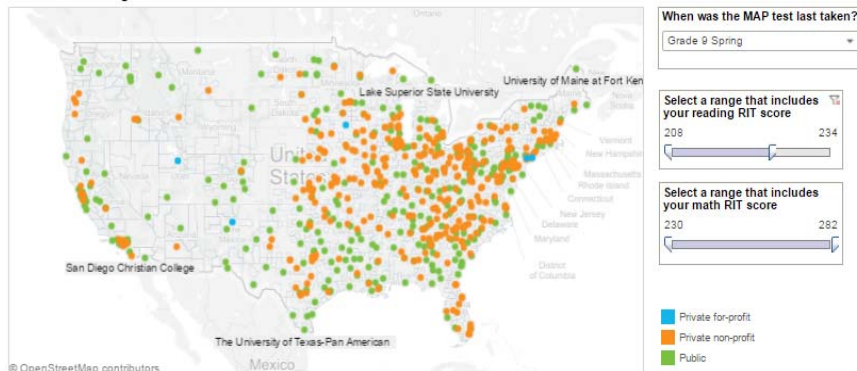
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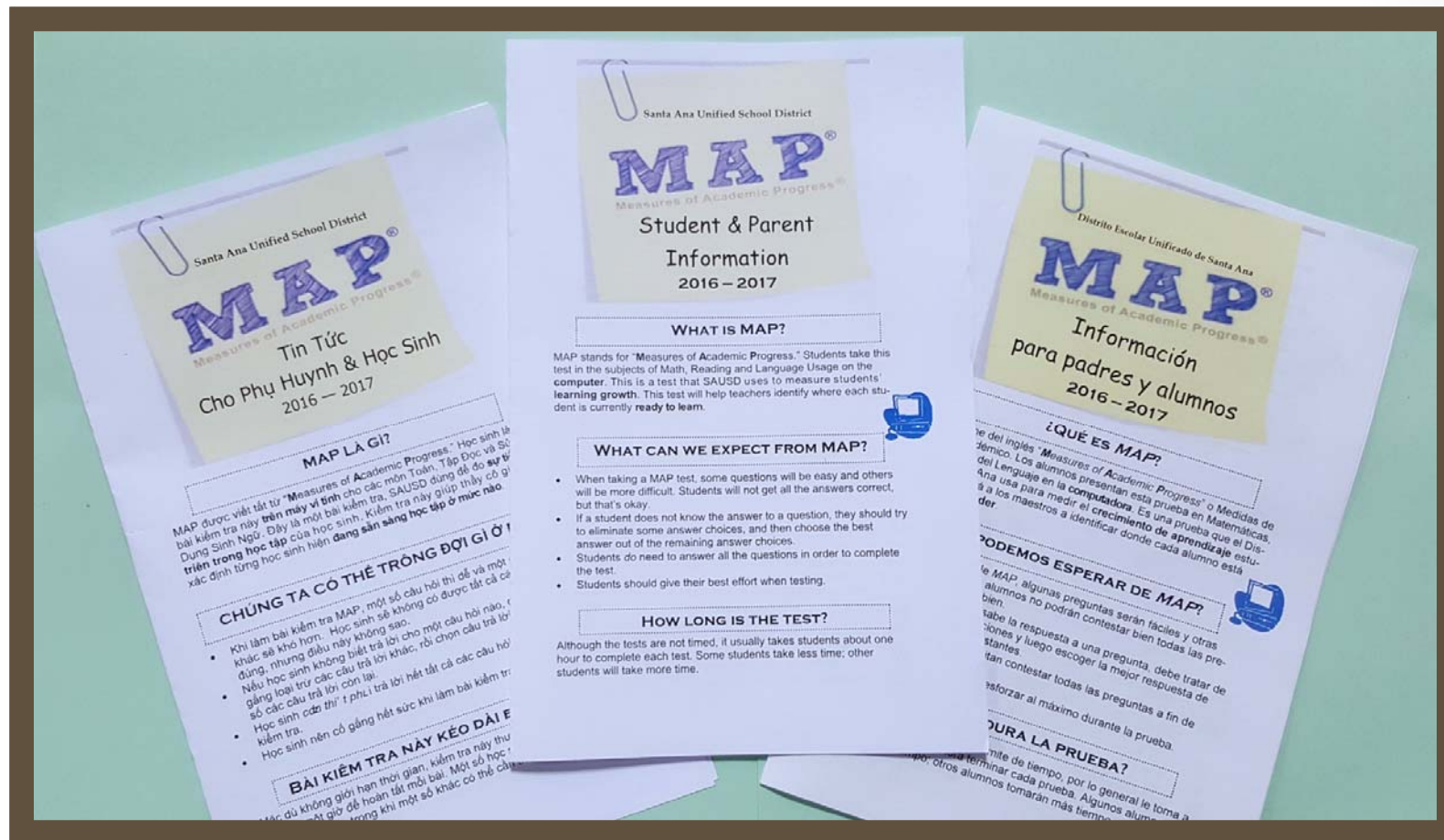
English	Engineering	Business	Physical Sciences	Psychology	Computer Science	Mathematics
0.0%	0.0%	17.6%	0.0%	11.9%	2.8%	1.4%

On track RIT score

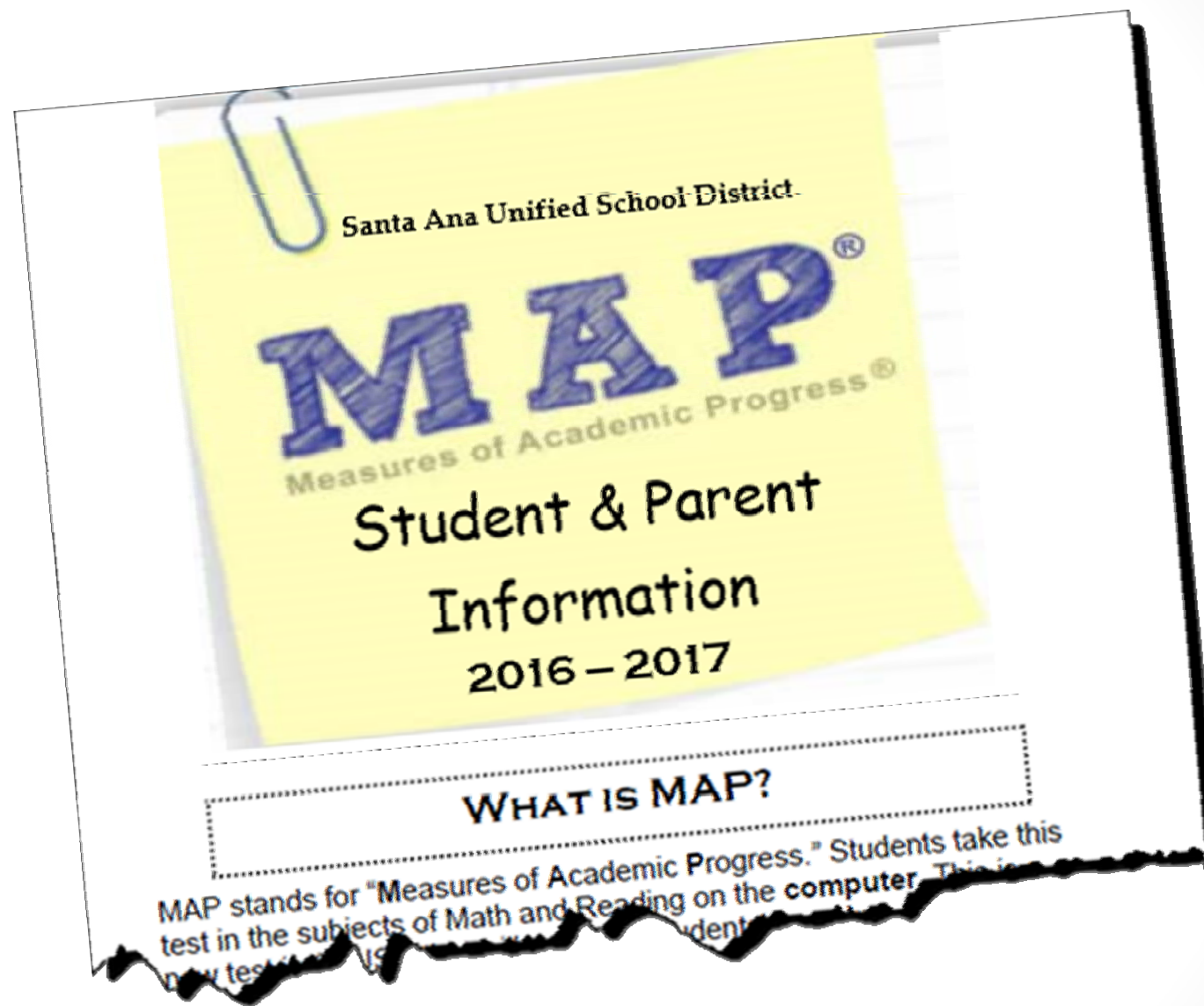
	ACT	English	Math	SAT	Verbal	Math
Math RIT						
25th Percentile	16	17	25th Percentile	430	430	
Median	20	21	Median	485	485	
75th percentile	23	24	75th Percentile	540	540	

MAP Brocures

Folletos de MAP







Santa Ana Unified School District

MAP[®]
Measures of Academic Progress[®]

Student & Parent
Information
2016 – 2017

WHAT IS MAP?

MAP stands for "Measures of Academic Progress." Students take this test in the subjects of Math and Reading on the computer. This is a new test that is used by the district.

Measures of Academic Achievement (MAP) 2015-2016

Student Progress Report *Reporte de Progreso*



ID: [REDACTED]
 Grade *Grado*: 3
 School *Escuela*: Hoover Elementary School

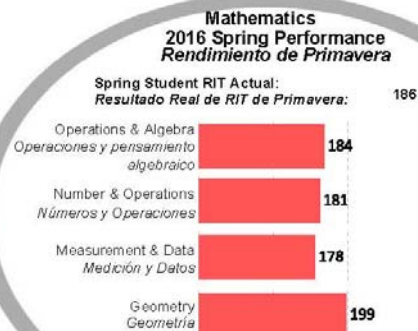
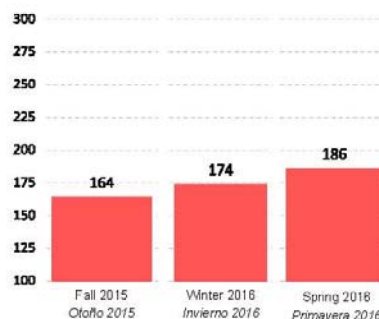
Mathematics *Matemáticas*

Spring Student RIT Actual:
Resultado Real de RIT de Primavera: 186

Spring Student RIT Projection:
Proyección de crecimiento de Primavera: 179

Difference between RIT Projection and Actual Score:
Diferencia entre la proyección RIT y el resultado real: 7

Spring National Mean RIT:
RIT Promedio Nacional de Primavera: 203



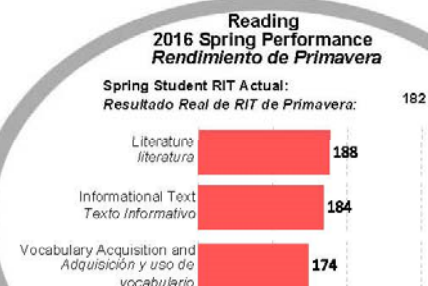
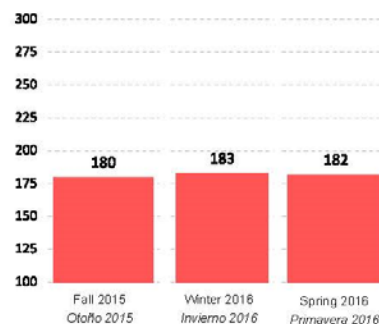
Reading *Lectura*

Spring Student RIT Actual:
Resultado Real de RIT de Primavera: 182

Spring Student RIT Projection:
Proyección de crecimiento de Primavera: 192

Difference between RIT Projection and Actual Score:
Diferencia entre la proyección RIT y el resultado real: -10

Spring National Mean RIT:
RIT Promedio Nacional de Primavera: 198



SAUSD Research & Evaluation *Estudios y Evaluación*
 July 18, 2016 *18 de julio del*

Recursos de *MAP*

- Northwest Evaluation Association (NWEA) <https://www.nwea.org/>
- MAP <https://www.nwea.org/assessments/map/>
- La escuela de su hijo/a
- El maestro/la maestra de su hijo/a

Biblioteca de recursos:

- Academy de Khan - Videos de matemáticas (<https://www.khanacademy.org/math>)
- www.TeachYourMonsterToRead.com
- Use Google para buscar:
 - Juegos interactivos de NWEA MAP
 - RIT to Khan

MAP Resources

- Northwest Evaluation Association (NWEA)
<https://www.nwea.org/>
- MAP <https://www.nwea.org/assessments/map/>
- Your child's school
- Your child's teacher

Additional Resources:

- Khan Academy - Math Videos
(<https://www.khanacademy.org/math>)
- www.TeachYourMonsterToRead.com
- Google search:
 - NWEA Interactive MAP games
 - RIT to Khan

Gracias y preguntas

Información:

Directora ejecutiva , Tran D. Keys, Ph.D.

Estudios y Evaluación,

Distrito Escolar Unificado de Santa Ana

<http://www.sausd.us/research>

714-558-5850

Thank You & Questions

Contact Information:

Executive Director, Tran D. Keys, Ph.D.

Research and Evaluation

Santa Ana Unified School District

<http://www.sausd.us/research>

714-558-5850