

COOK COUNTY SCHOOL DISTRICT 130

Parent Resource Guide for MAP® testing

MAP® is short for **Measures of Academic Progress®**, a computer-based assessment put together by the not-for-profit organization Northwest Evaluation Association™ (NWEA™). MAP® is aligned to the more rigorous Common Core State Standards (CCSS) adopted by the State of Illinois, and the results help us measure the academic growth of our students, as well as help identify areas where we can provide additional supports for individuals.

In Cook County School District 130, we give the MAP® test **three times** during the year. During the 2015-2016 school year, we will be opening our MAP® testing windows as follows:

Test Session	Testing Window	Results Used For
Beginning-of-the-Year	August 24, 2015 to September 25, 2015	Baseline understanding of what skills/concepts our students enter each grade level; Used to set individual goals/targets for our students during the upcoming school year
Middle-of-the-Year	January 11, 2016 to February 11, 2016	A checkpoint understanding of student progress to meet individual goals/targets; Used to determine if additional supports are needed or if goals/targets need to be further increased
End-of-the-Year	April 13, 2016 to May 13, 2016	A final understanding of what skills/concepts our students learned during the year; Used to determine if individual goals/targets for our students were met or exceeded during the school year

Please understand that **no** student in Cook County School District 130 is being tested every day listed above. An individual student will only take two MAP® tests during each testing window – one for Reading and one for Mathematics. These two tests will occur on two separate days. Principals and teachers determine the exact dates individual students take these assessments, and they can share that information at the beginning of each testing window.

The MAP® test is an **adaptive assessment**, meaning it is individualized to each student. If a student answers questions correctly, the test becomes more difficult. If a student answers incorrectly, the questions become easier. The test adjusts to the current achievement level of the individual, allowing a fair opportunity to show what a student can or cannot do. There is no time limit, but the average student finishes each assessment in forty minutes or less.

The resulting score is called a **Rasch Unit**, or a **RIT** score. The RIT scale is an equal-interval scale like feet and inches on a yardstick. RIT scores are used to chart your child’s academic growth from test session to test session. They can also be used to identify individual subject area strengths of your child as well as particular areas that need additional support. The reason is because every RIT score relates to the rigorous CCSS curriculum scale of each subject area, matching specific skills and concepts that a student is academically progressing towards. A student can only achieve the next RIT scale level if there is a solid foundation with current levels. NWEA™ likens this to rungs of a ladder, one step leading to the next. Because of this, we in Cook County School District 130 think of RIT as “**Ready for Instructional Teaching**” or “**Ready for Instruction Today**” as it allows us to understand which specific skills/concepts an individual student knows while working independently and which skills/concepts are ready to be introduced with guidance from our teachers.

RIT Scale Examples:

Math: Numbers & Operations
(Skills listed are typical for Grades 1-3)

RIT score of 171-180	Rounds whole numbers within 100
RIT score of 181-190	Rounds whole numbers within 100 or 1,000
RIT score of 191-200	Rounds whole numbers within 100 or 1,000 or 1,000,000

Reading: Literature
(Skills listed are typical for Grades 2-5)

RIT score of 181-190	Identifies Simile
RIT score of 191-200	Identifies Simile, Metaphor, & Onomatopoeia
RIT score of 201-210	Identifies Simile, Metaphor, Onomatopoeia, Symbolism, Alliteration, & Idiom



Many other assessments focus on students reaching specific scores to be considered proficient, which does not emphasize the growth or abilities of individuals. Our MAP® data, on the other hand, allows us to **focus on growth** and helping all individual students reach their fullest potential. RIT scores tell our teachers what our individual students know and are able to do, what they are ready to learn today, and the next academic concepts to introduce once they master their current level. That is a powerful tool to help all students –whether they need additional support or further enrichment.

RIT scores are also used to determine a **percentile ranking** for your individual child. A percentile ranking indicates the percentage of students in the NWEA™ national norm group for this grade that your child’s RIT score equaled or exceeded. A percentile ranking at the 50th percentile is considered typical or meeting grade level expectations. If a child is growing at an average or appropriate rate over a school year, their RIT score will increase but their percentile rank will not change much. If a child is growing at an above average or adequate rate, not only will their RIT score increase but their percentile rank will increase as well.

NWEA™ has done a lot of research, connecting MAP® to various other assessments including the American College Testing (ACT) exam. In addition, NWEA™ MAP® questions are more aligned to rigor and expectations of the Common Core State Standards, which were written to prepare our students for career and the possibility of college. More information about percentiles and their relationship to **College and Career Readiness** levels can be obtained by making an appointment to talk to your school’s Principal or the CCSD130 Director for Assessment and Data. The most powerful way to impact your child’s future is to get involved in their education today; we welcome the opportunity to share more with you regarding your individual child and NWEA™ MAP®.