OKLAHOMA STATE DEPARTMENT OF EDUCATION

MAP GROWTH

Technical Support
Universal Screening for Risk of Reading Difficulties

This guidance is based off information provided by the vendor and is provided to assist districts in quickly finding essential information for using this screening instrument to meet the requirements of the Reading Sufficiency Act (RSA) and screening for characteristics of dyslexia. Specific questions about the assessment should be directed to the vendor.

September 2023

MAP Growth: NWEA
Screening Technical Guidance

General Information

Contact Information

Website	https://www.nwea.org/state-solutions/oklahoma/
Name	Kelli Shipp
Phone	503.444.6425
Email	Kelli.Shipp@nwea.org

Administration Information

Setting	This assessment is administered online.
Average Time	40 minutes

Grade Level Assessment Pathway

	Beginning of Year	Middle of Year	End of Year
Kindergarten	Administer Universal screening to all students. Use results to guide instruction. *Results are reported on the RSA Survey: Beginning of Year report.	Administer Universal screening to all students. Write IPRI and administer dyslexia screening to students below the grade-level target.	Administer Universal screening to all students.
1st -3rd Grade	Administer Universal screening to all students. Write IPRI and administer dyslexia screening to students below the grade-level target.	Administer Universal screening to all students. Adjust IPRI for students as needed. Write IPRI for students who have dropped below the grade-level target.	Administer Universal screening to all students.

Guidance for Testing Remotely

Guidance for conducting MAP Growth assessments remotely can be found here: https://sde.ok.gov/sites/default/files/documents/files/Remote%20Use%20of%20MAP.pdf

Assessment Administration

Assessment Components

MAP is adaptive in that it dynamically adjusts to the performance level of each student by choosing items that are moderately challenging for that student—both at, above, or below the student's registered grade level. MAP is unlimited in terms of how far up or down it adapts to determine an individual student's level.

Each MAP Growth assessment begins by delivering a question based on known information about that student—grade level the first time tested, and previous score after that. If the student answers the question correctly, he or she receives a more difficult question An incorrect response prompts an easier question. A MAP Growth test ends when the measurement precision or the maximum test length is reached.

The recommendation from the publisher is that all students in kindergarten and grade one take the assessment for early learners (formerly MAP for Primary Grades or MPG). It is recommended that students in grade two and above take the MAP Growth assessment unless they are not reading independently.

The table below shows the framework of the MAP Growth Reading assessment.

	Instructional Area	Sub-Areas
Grades K-1	Reading Foundations	• Phonological Awareness • Features of Print • Phonics and Word Analysis
	Comprehension, Critical Reading, and Research	• Literary Text • Informational Text
	Vocabulary	• Vocabulary
	Writing and Language	• Critical Writing, Writing Purposes and Processes • Grammar • Mechanics
Grades 2+	Reading Process: Reading and Comprehending Text	• Main Ideas and Supporting Details; Text Features • Genre
	Critical Reading: Interpret and Evaluate Texts	• Author's Perspective, Purpose, and Point of View • Inferences and Conclusions: Text Structures • Literary Elements and Devices
	Vocabulary	• Word Relationships; Word Parts • Context Clues; Academic Vocabulary; Reference Materials

Special Considerations

Accommodations

Approved accommodations are those accommodations that are unlikely to change how the assessment functions. When approved accommodations are used, the scores can be reported and interpreted accurately. Approved accommodations should be used only for students for whom the accommodations are necessary to provide an accurate assessment of student skills. **The need for these accommodations should be documented in the student's IEP or 504 plan.**

Embedded accommodations are those that are provided digitally through assessment technology. Non-embedded accommodations are those that must be provided at the local level.

Accommodations Available for Use with All Grades

Non-Embedded Accommodations	Description
Extended Time *breaks, flexible scheduling*	Allow flexible scheduling for a student test administration; for example, testing longer than scheduled test session, multiple breaks, etc.
Human Signer *sign language, sign interpretation of test*	A human signer will sign the test directions to the student. The student may also dictate responses by signing.
Scribe *human scribe, scribed response, test administrator entering of responses for student*	The student dictates their responses to an experienced educator, who records verbatim what the student dictates.
Color Contrast	Student uses specialized presentation of test.
Human Reader *Human read aloud, read aloud*	Test and question content is read aloud by a qualified human reader.
Separate Setting *Alternate location*	Test location is altered so that the student is tested in a setting different from what is used for most students.
Student Reads Test Aloud *Student reads assessment to themselves*	The student reads the test content aloud. This feature must be administered in a one-on-one test setting.

Special Considerations

Accommodations Available for Use with All Grades

Embedded Accommodations	Description
Eliminate Answer Choices *Answer choice eliminator; strikethrough*	The student uses this feature to eliminate those answer choices that do not appear correct to the student.
Keyboard Navigation *Keyboard shortcuts, two-switch system*	The student is able to navigate throughout test content by using a keyboard (e.g., arrow keys). This feature may differ depending on the testing platform.
Line Reader *Line reader mask tool, line reader tool, line guide*	The student is able to use this feature as a guide when reading text.
Zoom (item-level) *Magnification, screen magnifier*	The student can enlarge the size of text and graphics on a given screen. This feature allows students to view material in magnified form on an as0needed basis. The student may enlarge test content at least fourfold. They system allows magnifying features to work in conjunction with other accessibility features and accommodations provided.

Accommodations Approved for Use with Grade 2+ Only

Non-Embedded Accommodations	Description
Assistive Technology *Alternate response options, word processor, similar keyboarding device to respond to items*	The student is able to use assistive technology, which includes such supports as typing on customized keyboards; assistance with using a mouse; mouth or head stick or other pointing devices; sticky keys, touch screen, and trackball; speech-to-text conversion; or voice recognition.
Screen Reader	A software application that identifies and interprets what is being displayed on the screen (text, images, etc.). Screen readers are used by students with no or low vision.
Refreshable Braille	A raised-dot code that individuals read with the fingertips using a refreshable keyboard.
Breaks *Frequent breaks, paper-based test administration*	Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this tool may result in the student needing additional overall time to complete the assessment.

Special Considerations

Accommodations Approved for Use with Grade 2+ Only

Embedded Accommodations	Description
Amplification *Audio amplification, increase volume, audio aids*	The student raises or lowers the volume control, as needed, using headphones.
Digital Notepad *Notepad*	The student uses this feature as virtual scratch paper to make notes or record responses.
Highlighter *Highlight tool*	The student uses this digital feature for marking desired text, items, or response options with a color.
Noise Buffer *Headphones, audio aids*	The student uses noise buffers to minimize distraction or filter external noise during testing. Any noise buffer must be compatible with the requirements of the test.
Text-to-Speech *Audio support, spoken audio*	The student uses this feature to hear pre-recorded or generated audio of text.

English Learners

Non-Embedded Accommodations	Description
Native Language Translation of Directions *Translate test directions, general administration directions read aloud and repeated in student's native language*	Test and question content is translated by a test administrator who is fluent in the language.
Bilingual Dictionary *Word-to-word dictionary (English/native language)*	A bilingual/dual language word-to-word translation dictionary is provided to the student as a language support.

In order to meet the requirements for promotion through Pathway 2 with the screening assessment, the student must be able to meet the end-of-year 3rd-grade target in English.

Using the Data to Determine Risk

Grade Level Targets

The following descriptors are provided by NWEA to assist in interpreting student scores. For more in-depth explanation, please refer to the MAP Growth Technical Manual provided by the publisher.

MAP Growth uses the Rasch Unit (RIT) score. Responses to items in a student's test event are used to generate the final RIT score for the student. The RIT value assigned to a student represents the level of test item difficulty at which he or she is capable of answering correctly approximately 50% of the time. The RIT sale is continuous across grades.

First, second, or third grade students who meet the end-of-year third grade-level target score are eligible for promotion to fourth grade. **For MAP Growth, students must have a RIT score of 193 to meet this option.** According to state statute 70 O.S. § 1210.508C(I)(1), "after a student has demonstrated proficiency through a screening instrument, the district shall provide notification to the parent or guardian of the student that they have satisfied the requirements of the Reading Sufficiency Act and will not be subject to retention."

The scores listed on the following chart are the RIT scores are based on NWEA default instructional weeks and are determined by the required assessments listed above. The RIT scores listed in the table reflect the grade-level target scores. **Students scoring below this score are considered at-risk for not meeting grade level reading expectations and should be placed on an Individualized Program of Reading Instruction (IPRI).**

Data Benchmarks

		Beginning of Year	Middle of Year	End of Year
Kinder	Well Below Benchmark	121	131	138
	Below Benchmark	128	138	145
	At Benchmark	**134**	**143**	**150**
1st grade	Well Below Benchmark	140	149	153
	Below Benchmark	147	157	162
	At Benchmark	**153**	**163**	**168**
2nd grade	Well Below Benchmark	153	162	166
	Below Benchmark	162	171	175
	At Benchmark	**168**	**177**	**182**
3rd grade	Well Below Benchmark	165	173	176
	Below Benchmark	175	183	186
	At Benchmark	**182**	**190**	**193**
4th grade	Well Below Benchmark	175	182	184
	Below Benchmark	185	192	194
	At Benchmark	**192**	**198**	**201**
5th grade	Well Below Benchmark	183	189	191
	Below Benchmark	193	198	200
	At Benchmark	**200**	**205**	**207**

*Values are based on NWEA default instructional weeks.