

Technical Guidance for RSA Screener

MAP Growth - NWEA



This guidance is based off of 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).

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Remote Testing Guidance

Guidance for conducting MAP Growth assessments during the COVID-19 pandemic can be found here:

<https://sde.ok.gov/sites/default/files/documents/files/Remote%20Use%20of%20MAP.pdf>

Assessment Administration

Group size: ☒ Group ☐ Individual
Type: ☐ Curriculum-based measure ☒ Adaptive
Method: ☐ Paper-pencil ☒ Online

Administration Time

On average, the administration window takes about 40 minutes to complete as a group. Times are provided by the publisher.



Required 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	<ul style="list-style-type: none"> • Phonological Awareness • Features of Print • Phonics and Word Analysis
	Comprehension, Critical Reading, and Research	<ul style="list-style-type: none"> • Literary Text • Informational Text
	Vocabulary	<ul style="list-style-type: none"> • Vocabulary
	Writing and Language	<ul style="list-style-type: none"> • Critical Writing, Writing Purposes and Processes • Grammar • Mechanics
Grades 2+	Reading Process: Reading and Comprehending Text	<ul style="list-style-type: none"> • Main Ideas and Supporting Details; Text Features • Genre
	Critical Reading: Interpret and Evaluate Texts	<ul style="list-style-type: none"> • Author’s Perspective, Purpose, and Point of View • Inferences and Conclusions: Text Structures • Literary Elements and Devices
	Vocabulary	<ul style="list-style-type: none"> • Word Relationships; Word Parts • Context Clues; Academic Vocabulary; Reference Materials



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 scale 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(1)(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 Individualize Program of Reading Instruction (IPRI).**

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		Beginning of Year	Middle of Year	End of Year
Kinder	10 th percentile	121	131	138
	25 th percentile	128	138	145
	40 th percentile	134	143	150
1 st grade	10 th percentile	140	149	153
	25 th percentile	147	157	162
	40 th percentile	153	163	168
2 nd grade	10 th percentile	153	162	166
	25 th percentile	162	171	175
	40 th percentile	168	177	182
3 rd grade	10 th percentile	165	173	176
	25 th percentile	175	183	186
	40 th percentile	182	190	193
4 th grade	10 th percentile	175	182	184
	25 th percentile	185	192	194
	40 th percentile	192	198	201
5 th grade	10 th percentile	183	189	191
	25 th percentile	193	198	200
	40 th percentile	200	205	207

*Values are based on NWEA default instructional weeks.